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ABSTRACT

Designed to assess the current reading ability of a Job Corps member, to introduce him to appropriate material for improving his reading ability--combining self-paced and individualized instruction--and to raise his reading ability to the seventh or eighth grade level as measured by standardized reading achievement instruments, this reading program consists of three major components: the beginning reading program, the graded reading selections, and the advanced reading program. Supplementary sections include "The Controlled Reader Jr." for reading speed improvement, "The Language Master" for vocabulary practice, "The Job Corps Library," and "Instructional Reading Films." An appendix lists reading materials which provide Table of Allowance line item numbers and Job Corps codes. (JM)

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JOB CORPS READING MANUAL

JUNE 1967

JOB CORPS
OFFICE OF ECONOMIC OPPORTUNITY
Washington, D. C. 20506

CS 001 266

Job Corps

7610-T72-9002

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SECTION I

INTRODUCTION

The Job Corps Reading Program is designed to:

- Assess current reading ability of a Corpsmember
- Enter a Corpsmember into instructional material at his level
- Improve a Corpsmember's reading ability with a combination of self-paced, self-instructional material and individualized instruction
- Exit the Corpsmember with 7th to 8th grade reading ability as measured by standardized reading achievement instruments.

The Reading Program is divided into three major components:

- The Beginning Reading Program—for non-readers through Grade 3.5 readers
- The Graded Reading Selections—for Grade 3.5 through Grade 7.5 readers
- The Advanced Reading Program—for Grade 7.5 and above readers.

Supplementing these components are the following:

- The Controlled Reader Jr.—for the improvement of reading speed
- The Language Master—for vocabulary practice
- The Job Corps Library
- Instructional Reading Films.

The Placement Procedures will assign each Corpsmember to one of the three major components and to a specific level within each component. The Corpsmember will be tested regularly on his performance at each level and will advance through the system in accordance with specified test criteria.

This manual contains actual copies of tests and forms used in the Reading Program. Careful examination of these items will facilitate understanding for proper administration of the program. As revisions and additions to the manual occur, you will be instructed to remove and replace existing sections.

The Appendix contains listings of reading materials which include TA Line Item numbers and Job Corps codes.

SECTION II

INITIAL PLACEMENT

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SECTION II

INITIAL PLACEMENT

A. RJS1 READING TEST

The raw score of the Job Corps RJS1 Reading Test is used to make the initial placement of the Corpsmember in one of the three components of the reading system. RJS1 is a 13-minute test covering a wide range of reading abilities. The Corpsmember selects from four given words the one that best fits in the sentence where a word is missing. This test shows whether a Job Corpsmember is able to read at all, is a beginning reader, reads at an intermediate level, or reads at an advanced level.

Each Corpsmember enters the Conservation Center with a Job Corps Data Sheet indicating test scores in reading and other areas. These scores are used for Job Corps screening purposes only and are NOT TO BE USED BY THE INSTRUCTIONAL STAFF TO ASSIGN STUDENTS IN THE READING PROGRAM.

Read through each item of RJS1 before administering it to students.

B. ADMINISTERING RJS1

- The RJS1 Reading Test may be given individually or to groups of no more than 10 Corpsmembers.

- The RJS1 will be given to ALL Corpsmembers. If a Corpsmember resists very strongly on the basis that he cannot read at all, do not force him to take the test. Excuse him from the group and administer the Beginning Reading Placement Examination (Section III).

- Explain to the Corpsmembers why the test is being given.

  > "This test will tell us which of the reading materials will help you most. It is not possible to fail this test. Try to answer as many of the questions as you can."

- Pass out one copy of the test and an eraser pencil to each Corpsmember. Give the following instructions:

  > "Write your name here on the test." (Hold the test up and point.) "Do not start reading or answering the questions until you are told to start."

Check to see that all Corpsmembers write their names in the proper place. If a Corpsmember is unable to write his name, excuse him from the group and administer the Beginning Reading Placement Examination (Section III).

- Direct the Corpsmembers' attention to the instructions in the upper left corner of the test. Read the instructions slowly, pointing to the sample sentence when referring to it:

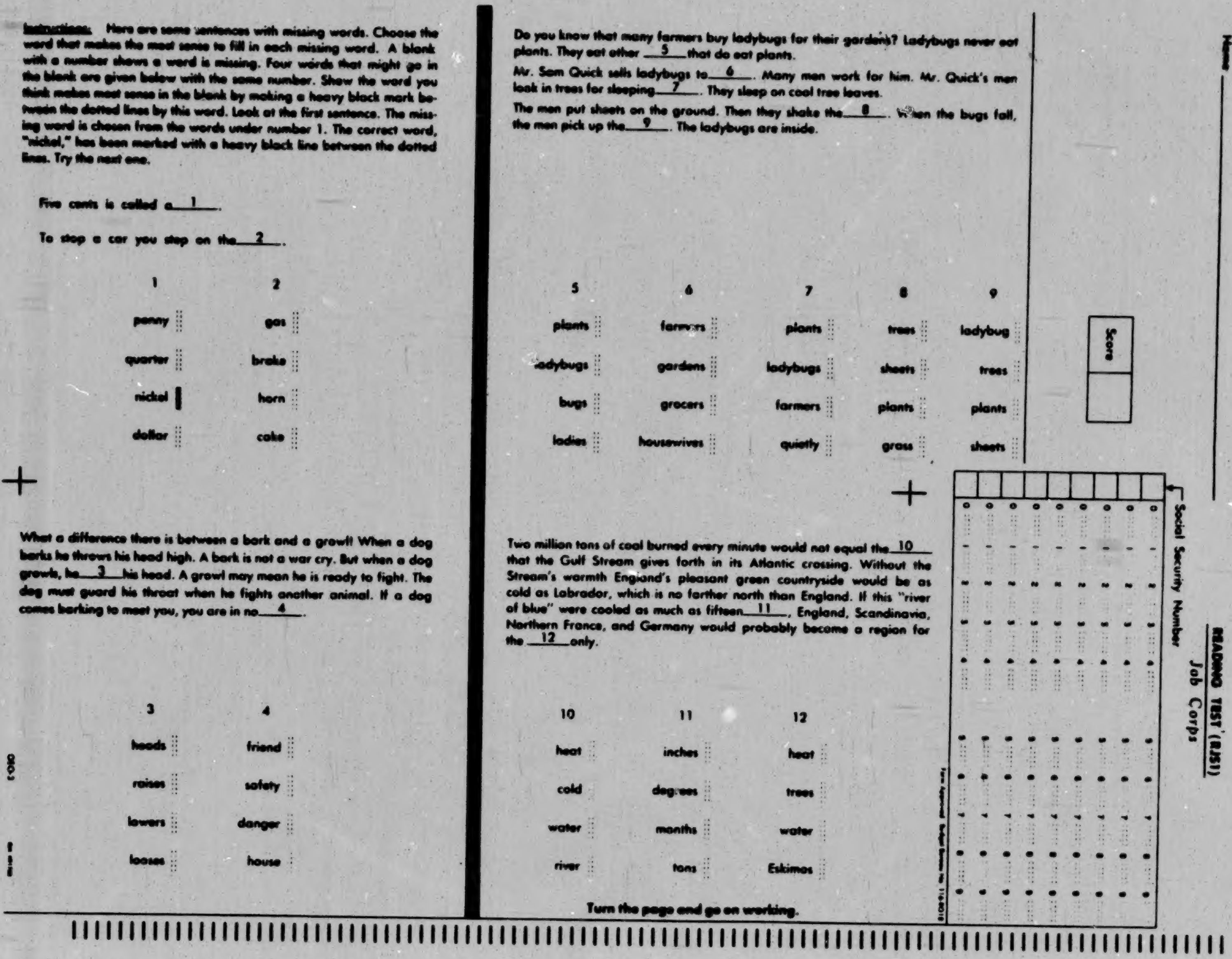
  "Here are some sentences with missing words. Choose the word that makes the most sense to fill in each missing word. A blank with a number shows a word is missing. Four words that might go in the blank are given below with the same number. Show the word you think makes the most sense in the blank by making a heavy black mark between the dotted lines by this word. Look at the first sentence.

  Five cents is called a ___1___.

  The missing word is chosen from the words under Number 1 (penny, quarter, nickel, and dollar). The correct word, 'nickel', has been marked with a heavy black line between the dotted lines. Try the next one." (Pause while students do the second example.)

  "You should have made a black mark between the dotted lines by the word, 'brake'. Always show your answer with a heavy black mark. If you want to change your answer, carefully erase the mark that you do not want counted, and make a new mark."

  "Do the rest of the sentences the same way. When you finish this side of the page, turn it over and go on to the sentences on the other side. Raise your hand if you have any trouble during the test. I will tell you when it is time to stop. Are there any questions? (Pause for questions.) Begin."



Name ______________________

READING TEST (RJS1)

Job Corps

Score

Social Security Number

Form Approved Budget Bureau No. 116-R018

Instructions: Here are some sentences with missing words. Choose the word that makes the most sense to fill in each missing word. A blank with a number shows a word is missing. Four words that might go in the blank are given below with the same number. Show the word you think makes most sense in the blank by making a heavy black mark between the dotted lines by this word. Look at the first sentence. The missing word is chosen from the words under number 1. The correct word, "nickel," has been marked with a heavy black line between the dotted lines. Try the next one.

Five cents is called a__1__.

To stop a car you step on the__2__.

1	2
penny	gas
quarter	brake
nickel ▮	horn
dollar	cake

What a difference there is between a bark and a growl! When a dog barks he throws his head high. A bark is not a war cry. But when a dog growls, he__3__his head. A growl may mean he is ready to fight. The dog must guard his throat when he fights another animal. If a dog comes barking to meet you, you are in no__4__.

3	4
heads	friend
raises	safety
lowers	danger
looses	house

OEO-3

Do you know that many farmers buy ladybugs for their gardens? Ladybugs never eat plants. They eat other __5__that do eat plants.

Mr. Sam Quick sells ladybugs to__6__. Many men work for him. Mr. Quick's men look in trees for sleeping__7__. They sleep on cool tree leaves.

The men put sheets on the ground. Then they shake the__8__. When the bugs fall, the men pick up the__9__. The ladybugs are inside.

5	6	7	8	9
plants	farmers	plants	trees	ladybug
ladybugs	gardens	ladybugs	sheets	trees
bugs	grocers	farmers	plants	plants
ladies	housewives	quietly	grass	sheets

Two million tons of coal burned every minute would not equal the__10__ that the Gulf Stream gives forth in its Atlantic crossing. Without the Stream's warmth England's pleasant green countryside would be as cold as Labrador, which is no farther north than England. If this "river of blue" were cooled as much as fifteen__11__, England, Scandinavia, Northern France, and Germany would probably become a region for the __12__only.

10	11	12
heat	inches	heat
cold	degrees	trees
water	months	water
river	tons	Eskimos

Turn the page and go on working.

RJS1 READING TEST (SIDE ONE)

RJS1 READING TEST (SIDE TWO)

My interest in octopuses started a few years ago in Palm Beach. I watched a pair of __13__ in
two six-foot tanks at the Marine Biological Laboratory. With their tentacles __14__ they were
a couple of feet across. I was fascinated by the way they moved about, their miraculous
way of changing color, the way they caught little crabs with a sudden flip of their __15__,
and by their almost human eyes that seemed amazingly intelligent.

Spiders, though not generally popular, are true friends of man, and scientists believe that
human life could not survive without them. For a spider's life is devoted to snaring and de-
vouring insects which might otherwise __16__ and desolate the earth. It has been estimated
that each year the spiders in England and Wales destroy __17__ more than equal in weight
to the entire human population of that area.

13	14	15	16	17
glasses	off	tentacles	multiply	webs
fish	extended	hands	divide	plants
they	invented	feet	fly	animals
them	arms	tails	arrive	insects

Among the most colorful sights in London are the soldiers in scarlet tunics and tall bearskin
hats who do __18__ duty outside Buckingham Palace and other royal __19__. The Brigade
of Guards is an example of spit-and-polish, parade-ground perfection. But though they
exhibit the elegance of musical comedy soldiers, the Guards in time of war are chosen for
some of the toughest frontline fighting jobs. Since 1660 they have taken part in almost
every great campaign the British have fought. For three __20__ the Guards' tradition of iron
discipline has been a force in molding British character. Even under appalling __21__, they
have __22__ set an example of flawless discipline.

18	19	20	21	22
sightseeing	carriages	hundred	conduct	never
combat	ceremonies	centuries	requests	sometimes
aviation	residences	decades	conditions	then
sentry	relatives	years	selection	always

The history of the protozoa, as microbiologist Roman Vishniac tells it, started with the for-
mation of the earth, a process that scientists estimate began three or four million years ago.
A whirling ball of gases torn from the sun gradually solidified in a pattern that placed the
heaviest elements of our present chemical scale centrally and worked outward to the __23__,
principally hydrogen and oxygen, the components of water; these intermingled and rose in
blankets of __24__ many miles high. On the __25__ surface the continental platforms floated
into place; the global covering gradually hardened and cooled so that it could receive the
vaporous layer's endless precipitation as water, instead of reconverting it instantly to steam
and sending it aloft again. When this happened, the heavy clouds, piled on each other mile
after lofty mile, loosed their burdens like weary sponges; the skies were cleared by __26__
that lasted centuries, filling the ocean beds. All this for protozoa, Vishniac says happily, for
life began in the __27__.

23	24	25	26	27
heaviest	wool	sun's	clouds	sky
lightest	air	earth's	sunshine	universe
weakest	heat	moon's	rain	sea
darkest	clouds	river's	mist	air

Social Security Number

0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

- While the Corpsmembers are taking the test, move around the room and watch for the following:

  Any Corpsmember who is not taking the test. Be sure that he understands the directions. If he says he cannot read the test, excuse him from the group and administer the Beginning Reading Placement Exam (Section III).

  Any Corpsmember who seems to be guessing (not reading the selections, filling in the blanks too rapidly, etc.) Be sure that he understands the directions. Encourage him to try to respond correctly.

- At the end of 13 minutes, tell the Corpsmembers to stop. Collect the test papers. (Interpretation of the scores will not be accurate if the test is allowed to continue longer than 13 minutes.)

C. SCORING RJS1

- Before using the Answer Key, scan both sides of the test sheet for items that have more than one space blacked in. If it is not obvious which answer was intended, cross these items out and do not count in the scoring.

- As the tests are being scored, the instructor should watch for any test that appears to be invalid. For example, if a large number of items are not answered or if the same alternative has been marked for each of the items, the test probably does not truly reflect a Corpsmember's performance. When such tests are found, the instructor should attempt to determine why the test was invalid, and should give the Corpsmember the test again if necessary.

- Use the RJS1 Answer Key. It is a heavy scoring template with holes punched through it. Follow the instructions printed on the key for scoring the test. DO NOT COUNT THE SAMPLE ITEMS 1 AND 2. Enter the total number of correct answers in the score box on the front of the test. (A sample Answer Key appears at the end of this section.)

D. INTERPRETING RJS1 SCORES

- If the Corpsmember scores 0 - 8, place him in the Beginning Reading Program (Section III).
- If the Corpsmember scores 9 - 20, place him in the Graded Reading Selections Program (Section IV).
- If the Corpsmember scores 20 - 25, place him in the Advanced Reading Program (Section V).

E. REPORTING RJS1 TEST DATA

- Enter the Corpsmember's score and outcome on the Reading Placement and Progress Chart. A copy of this form appears in the Appendix of this manual.
- Check Section VII of this manual for instructions on Reporting Progress Points to the Job Corps Data Center.

READING TEST: RJS1-KEY

SIDE 1
ITEMS 3-12

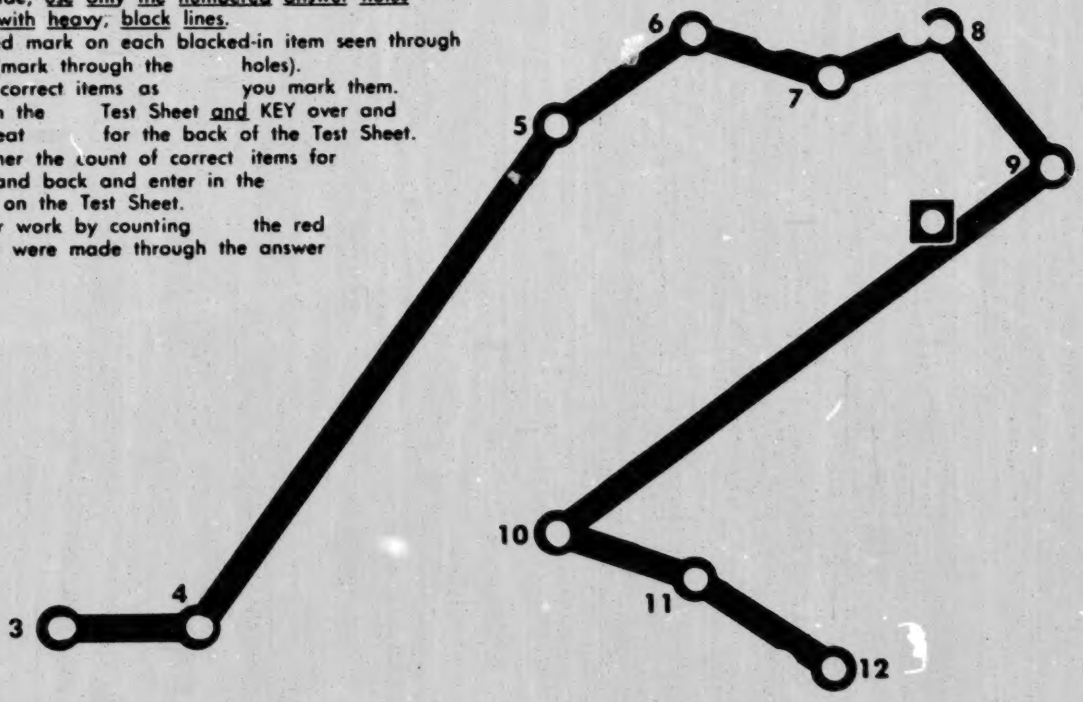
Use with RJS1 only. Use SIDE 1 for the front of RJS1, Items 1-12;
Use SIDE 2 for the back of RJS1, Items 13-27.

Scan both sides of Test Sheet for items that have more than one space blacked-in.
Cross these items out and do not count in the further scoring.

Place this Key over the test. Line-up the KEY by looking for the crosses

through the alignment holes: ⊕

Look for correct filled-in answer spaces ⦶ through the numbered answer holes in the KEY.
For each side, use only the numbered answer holes connected with heavy, black lines.
Make a red mark on each blacked-in item seen through the holes (mark through the holes).
Count the correct items as you mark them.
Turn the Test Sheet and KEY over and repeat for the back of the Test Sheet.
Add together the count of correct items for the front and back and enter in the Score box on the Test Sheet.
Check your work by counting the red marks that were made through the answer holes.

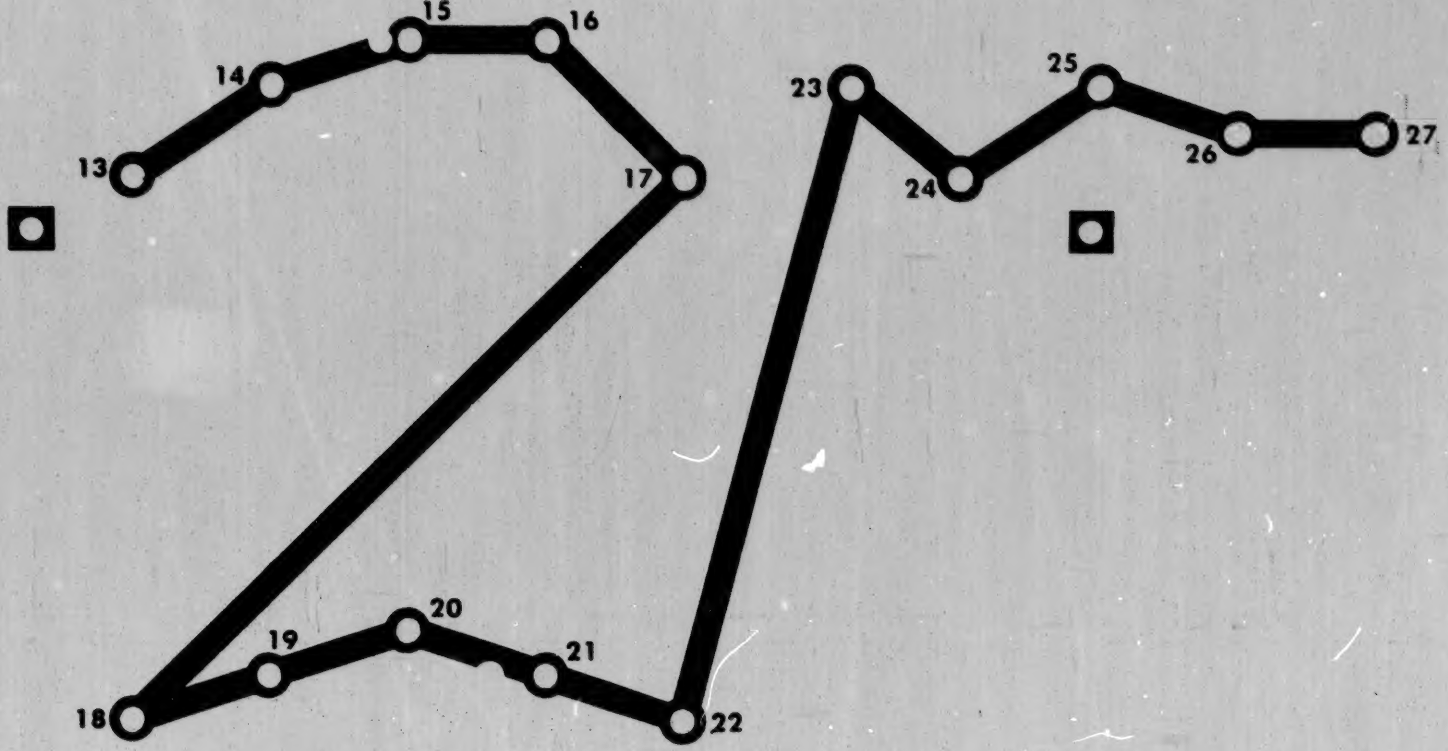


RJS1 ANSWER KEY (SIDE ONE)

READING TEST: RJS1-KEY (continued)

SIDE 2
ITEMS 13-27

Turn over for Instructions.


13
14
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27

RJS1 ANSWER KEY (SIDE TWO)

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SECTION III

BEGINNING READING

A. INTRODUCTION

The Beginning Reading program is based upon modern linguistic principles and stresses a synthetic or phonic approach. A Corpsmember will be assigned to the Beginning Reading in the following instances:

- If he has been administered RJS1 and scored 0 - 8 (Section II).
- If he has been administered RJLP1 and scored 0 - 2 (Section IV).
- If he objected to taking RJS1 on the basis that he cannot read (Section II).
- If, according to the placement procedures he was placed in Graded Reading Selections but the instructor feels that he would benefit more from working in the Beginning Reading program.

Beginning Reading is divided into two stages:

- Prereading
- Programmed Reading

The Sullivan Associates Programmed Reading Series is used for both stages. (See the Appendix for a complete listing of these materials.)

- This series begins with the identification of individual letters and progresses to the reading of simple sentences.
- The beginning reader is given a placement test which assigns him to the appropriate level in the series.
- He progresses within the series until he has improved sufficiently to transfer from Programmed Reading to the Graded Reading Selections.

B. BEGINNING READING PLACEMENT EXAMINATION

- All Corpsmembers assigned to Beginning Reading will be administered the Placement Examination for Sullivan Associates Programmed Reading.

- Each of the books of Programmed Reading is represented by a two-page test. The Job Corps curriculum includes Books 1 through 14.

- The results of the placement examination will determine to which of the following the Corpsmember will be assigned:

  a) one of Books 3-12* of Programmed Reading

  b) the Prereading Program

  c) one of the lower levels of the Graded Reading Selections.

1. Administering the Placement Examination**

- The Beginning Reading Placement Examination will be given to all Corpsmembers assigned to the Beginning Reading Program. It may be given individually or to small groups of no more than 10 Corpsmembers.

- Explain to the Corpsmembers why the test is being given. "This test will tell us which of the reading books will help you most."

- Pass out a copy of the test and an eraser pencil to each Corpsmember. Give the following directions:

---

*If Corpsmember fails test 12, 13, or 14 he will be assigned to Book 12.

**These instructions for the administration and evaluation of the placement examination have been revised for the Job Corps Reading Program, and should be used in place of the instructions given in the Guide to Sullivan Associates Reading Placement Examination.

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> "Write your name in the box at the bottom of the examination. Now open your examination booklet and look at the first righthand page. This page has a large picture of an ant on it."

- Work with the Corpsmembers on the sample page. Be sure that they understand the three types of questions and how to respond to them.

  a) Circle the correct choice: yes or no

  b) Follow the branch to the correct choice and circle it

  c) When there is a blank, fill in the missing letter. The number of blanks indicates the number of missing letters.

- If any student has been totally unable to follow the instructions or was unable to read the material on the sample page, excuse him from the group and enter him in the Prereading Program.

- When you are sure that the students fully understand how to take the test, continue with the following instructions:

  > "Now turn the page. Begin in the upper left-hand corner and answer all the questions on that page. I will check the tests as you're taking them and tell you when to stop."

- While the Corpsmembers are taking the test the instructor should circulate among them, checking the tests. It is possible to scan the page rapidly and determine how the Corpsmember is doing.

  a) Collect a Corpsmember's test booklet after the first test on which he has made more than 2 errors. Excuse him from further testing.

  b) If a Corpsmember has completed Test 14 with no more than 2 errors collect his test booklet.

  c) Do not allow any Corpsmember to work longer than 1 hour on the testing sequence.

2. Scoring the Placement Examination

- Write the number of the first test on which the Corpsmember made three or more errors on the front of his test booklet.

- If the Corpsmember completed Test 14 without failing, indicate this by writing PASS TEST 14 on the front of his examination booklet.

3. Interpreting Beginning Reading Placement Exam Scores

- If a Corpsmember is unable to complete the sample page, he will be placed in the Prereading Program.

- If a Corpsmember has more than two errors on either Tests 1 or 2, he will be placed in the Prereading Program.

- Failure of any of Tests 3-11 will place the Corpsmember directly into the corresponding Programmed Reading Book, 3 through 11.

- Failure of any of Tests 12, 13 or 14 will place the Corpsmember into Programmed Reading Book 12.

4. Reporting Test Data

- Enter the Corpsmember's score and outcome on the Reading Placement and Progress Chart. A copy of this form appears in the Appendix.

C. PREREADING PROGRAM

The Prereading Program includes the Sullivan Associates Prereading Teacher's Manual and the Corpsmember's Programmed Primer. Job Corps has eliminated Stage 1 of Prereading. However, before proceeding with this manual read through Stage 1 (pp. 1-13) of the Sullivan Prereading Manual to gain a better understanding of the following:

- How to do oral programming

- How to elicit correct responses

- How to reinforce correct responses
- How to use the sound-symbol cards
- How to introduce letter sounds
- How to deal with letter discrimination problems.

It is especially important that the adult illiterate begin working in a book as soon as possible. It is an enormous step for a non-reader to be able to use a book for the first time. The feeling of pride this generates will serve to motivate him for further reading progress.

A minimal amount of time should be spent teaching the names and sounds of letters and how to print them (small and capital forms) before Corpsmembers enter the Beginning Reading Program. If a Corpsmember does not know all the letters, he should initially be taught only those letters he needs to know in order to read the primer. Additional letters should be taught as needed as the Corpsmember progresses through the program. Do not teach all the letters at one time as suggested in the publisher's Prereading Manual (page 1, Stage 1—"Learning the Letters").

1. Stage 2—Pre-Primer Instruction

- A Corpsmember will begin work in Stage 2 of Prereading if:
  - a) he scores more than two errors on Tests 1 or 2 of the placement examination
  - b) he is unable to read the sample page of the placement examination.
- Instruction should move as quickly as possible with small groups of 5 or 6 Corpsmembers in sessions lasting no more than 1/2 hour each.
- It is not necessary for the Corpsmember to know the names of all the letters in the alphabet before beginning work in the Primer, but

the following points covered in Stage 2 of the Pre-Primer manual must be taught by the instructor.

a) Explain to the Corpsmembers that letters stand for sounds.

b) Working with the letters a, m, n, t, and capital I, explain the difference between the name and the sound of letters.

c) Teach the Corpsmembers the names of a, m, n, t, and I.

d) Teach the following sounds only for these letters:

a sound as in ant
m sound as in man
n sound as in nest
t sound as in tent
I sound as in Ike

e) Work with the prereading sound-symbol cards for the letters a, m, n, and t. Samples of words containing the correct sound appear on the back of the cards. When you are sure the Corpsmembers know the correct sounds for these letters, teach them the following words by combining the appropriate sound-symbol cards: am, an, ant, man, and mat. (The sound-symbol cards are described on page 2 of the prereading manual. By overlapping 2 or 3 cards words can be rapidly constructed.)

f) Explain that words are read by saying the sounds for each letter from left to right.

g) Explain that when the letter a appears alone it is a word and sounds like "uh".

h) Explain that when "big I" appears alone it is a word and sounds like EYE.

i) Explain that spaces are left between words and that groups of words are sentences.

j) Using the blackboard, have the Corpsmembers read the following sentences:

I am an ant.
I am a man.
I am a mat.

k) Teach the Corpsmembers that a sentence is followed by a period.

l) Have the Corpsmembers practice printing the sentences using a period. Do not be overly concerned if their printing is not of a consistent size or is slanted. Printing letters is strictly a copying process and will improve as the Corpsmembers work through the programmed books.

- Confine instruction to points a-l as listed when using Stage 2 of the Prereading Manual. Mastery of this pre-primer material will enable a Corpsmember to begin Part 1 of the Programmed Primer.

2. Stage 3—Programmed Primer Part 1

- A complete script for guiding the Corpsmembers through the Primer begins on page 30 of the Prereading Manual. If necessary, refer back to page 14 of that manual for interpretation of the phonetic symbols. As you become experienced with the material you will find that much of the dialogue is unnecessary. However, be sure that you cover all the points indicated and that the Corpsmembers work through the material. REMEMBER TO MOVE ALONG AS QUICKLY AS POSSIBLE.

- Before beginning Part 2, teach the Corpsmembers the names for the letters y and s. See the Programmed Primer, page 53, and note that "yes" is being taught as a sight word. The Corpsmember will learn to recognize the word without "putting it together phonetically." On page 57 they will learn the word "no" as a sight word. Do not attempt to teach the sounds of y, e, s, and o at this time. They will be covered later in the Programmed Reading books.

3. Stage 3—Programmed Primer Part 2

The script for Part 2 begins on page 39 of the Prereading Manual. Make note of the new techniques which are introduced.

Before beginning Part 2, teach the students the names for the letters y and s. See the Programmed Primer, page 53, and note that "yes" is being taught as a sight word. The enrollee will learn to recognize the word without "putting it together phonetically." On page 57 they will learn the "no" as a sight word. Do not attempt to teach the sounds of y, e, s, and o at this time. They will be covered later in the Programmed Reading books.

4. Stage 3—Programmed Primer Part 3

The script for Part 3 begins on page 53 of the Prereading Manual. Before beginning Part 3 the enrollee will need to learn additional information. Using the sound-symbol cards, teach the following:

- the names of the letters p, f, i, e, and h
- the sounds of these letters:

  p as in pan
  f as in fat
  i as in pin
  th as in thin

- the words: pan, fat, pin, and thin

5. The Reading Readiness Test

- This test will be administered after a Corpsmember has completed Part 3 of the Programmed Primer.
- The instructor's script for administering the Reading Readiness Test begins on page 86 of the Programmed Prereading Manual.
- A score of 21 to 25 will place the Corpsmember in Book 1 of the Programmed Reading Series. A score of 0 to 20 will direct him to Part 4 of the Programmed Primer. Enter the student's score on his Reading Placement and Progress Chart.
- Check Section VII of this manual for instructions on reporting Progress Points.

6. Programmed Primer Part 4

- Only those Corpsmembers who scored 0 to 20 on the Reading Readiness Test will be assigned to Part 4 of the Programmed Primer.

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- The instructor's script begins on page 90 of the Prereading Manual; the Corpsmember's text starts on page 105 of the Programmed Primer.

- Part 4 contains no new information. It is a supplementary review of the material presented in parts 1, 2, and 3.

- After completing Part 4, the Corpsmember will again be tested with the Reading Readiness Test before beginning Book 1 of the Programmed Reading Series. Special assistance with Book 1 is required for those Corpsmembers who fail the test for the second time. Enter the Corpsmember's score on his Reading Placement and Progress Chart. See Section VII of this manual for instructions on reporting Progress Points.

D. PROGRAMMED READING

1. Introduction

The Programmed Reading Books are divided into Series 1 (Books 1 through 7) and Series 2 (Books 8 through 14). There are separate Teacher's Guides for each series. All Corpsmembers will complete Book 11.

2. Placement in Book 1 From the Primer

- No Corpsmember will be placed directly into Book 1 or 2 of Programmed Reading on the basis of the Beginning Reading Placement Examination.

- Completion of Parts 1, 2, and 3 of the Programmed Primer is required of all Corpsmembers who failed Test 1 or 2 before entering Book 1 of Programmed Reading.

- Corpsmembers assigned to Book 1 will fall into one of the following two groups and will receive instruction accordingly.

  - For those Corpsmembers who passed the Reading Readiness Test, the instructor will introduce new material before each unit and then encourage each Corpsmember to proceed through the program independently. Corpsmembers will be checked periodically on progress tests and will be given unit drills during the program.

  - It is not expected that many Corpsmembers will fail the Reading Readiness test after completing Part 4 of the Primer, however, those who do will require special attention. Material for each new unit will be introduced by the instructor. In addition, an Advanced Reader should be assigned to each Corpsmember to work with him on a tutorial basis through each unit of Book 1 and Book 2 if necessary. If at the end of Book 2 a Corpsmember is still unable to work through the programmed units by himself, and the instructor feels that he is actually trying, this is considered a special problem. Notify your District Field Supervisor.

3. Placement in Books 3 Through 11 From Beginning Reading Placement Tests

Corpsmembers placing in Books 3 through 11 directly from the Beginning Reading Placement Tests must be given an introduction to the programmed techniques. The instructor should review all items on the following checklist before Corpsmembers begin working in the books. Use examples from the programmed books whenever possible.

- Explain that each book has a large number 1 on the front cover and a number 2 on the back cover. Tell the Corpsmembers to work through each page of Side 1, turn the book upside down and then work through Side 2.

- Explain that the grey slider is used to cover the answer column on each page of the books.

- Tell the Corpsmembers to write their responses BEFORE looking at the answer column.

- Emphasize that they must check each answer as soon as they have written it.

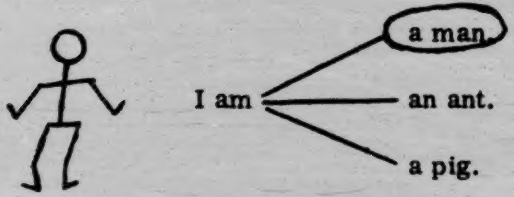
- Tell them to uncover only one answer at a time.

- Point out that the Corpsmembers will need to look at the pictures to answer many of the questions.

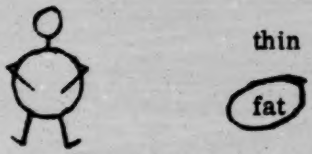
- Explain that they may also need to read some sentences before answering some of the questions.

- Explain that some of the questions require the correct answer to be circled.

a) One type of question uses a branching technique.



b) Other questions list answers without the branching technique.



- Explain that they should fill in letters for sentences which have blanks. The number of blanks indicates the number of letters to be written.

I am a man. The man is fat.

- Remind them to check the text to be sure they haven't omitted any responses before proceeding to the next page.

- Explain that there are several tests called Progress Checks in each of the books. Show the Corpsmembers that test pages have red borders.

- Instruct the Corpsmembers to raise their hands after they have completed a progress check so that the instructor or a teacher's aide can check their answers.

- Instruct the Corpsmembers to quietly read the text aloud. Explain that this will help them learn the words.

Corpsmembers should be watched very carefully when they first begin working in the Programmed Books to make sure that they understand and are actually following the instructions. Reminders from the instructor and teacher's aides will help develop these habits for the mechanics of the program.

4. Progress Checks

Each Programmed Book is divided into several units which range from 5 to 50 pages long. A short test, referred to in this manual as a progress check, follows every unit. Test pages have red borders which make them easily identifiable. Riffle the edges of one of the Programmed Books and you will quickly find the progress checks.

When a Corpsmember finishes a progress check, instruct him to raise his hand and wait for the instructor or teacher's aide. The instructor or aide should observe the Corpsmember's written responses. For an incorrect response, tell the Corpsmember it is wrong and encourage him to correct it himself. If his answer is correct, tell him this also. These Progress Checks may be scored for the Corpsmember's benefit.

After the Corpsmember has completed all the test items, ask that he read the sentences aloud. Be sure he is pronouncing words correctly and responding properly to the punctuation. Do not be concerned about regional accents.

Corpsmember aides can be used to administer Progress Checks. When a Corpsmember has made errors on the written test items or has indicated by his oral reading that he is having difficulty with sound-symbol relationships, the aide can then refer this Corpsmember to the instructor.

NEVER ALLOW A CORPSMEMBER TO PROCEED THROUGH MORE THAN ONE UNIT WITHOUT HAVING AN ORAL READING CHECK.

5. Unit Preparation and Review

The instructor must discuss the Sound Symbol Preparation with the Corpsmember before he begins each new unit. This material is specified for each unit of the 14 books in the publisher's Teacher's Guides.

If a Corpsmember makes errors on a progress check, the instructor can work with him orally using additional introductory material provided for each unit, or he may assign supplementary exercises which have been reproduced from the Teacher's Guide. Refer to the Language Master Manual for suggested use of Language Master Cards for vocabulary review.

Group review sessions are feasible for Corpsmembers whose range of placement does not exceed four books. It is likely that several Corpsmembers may be having similar difficulties and would benefit from such a review. These sessions should not exceed 10 minutes.

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~~THIS PAGE WAS~~ MISSING FROM THE DOCUMENT THAT WAS SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.

If a Corpsmember requires more than 15 minutes of a class period for remedial instruction he should be scheduled for individual tutorial sessions to avoid delaying other Corpsmembers. If this is not possible, assign a Corpsmember aide to work with him.

Do not allow a Corpsmember with severe difficulties to continue through the program without assistance from an instructor or Corpsmember aide.

Never assign a Corpsmember to repeat programmed instruction units unless it is certain that he was not responding to the questions or was copying his answers.

6. Unit Tests

When the Corpsmember completes Side 1 and 2 of each Programmed Book, he is given a test. These tests appear in two separate booklets, Tests for Books 1 through 7 and Tests for Books 8 through 14.

The instructor should administer and score these tests, referred to in this manual as unit tests. Each unit test has 50 items.

A score of 35 to 50 is considered passing and will enable a Corpsmember to advance to the next Programmed Book. Corpsmembers scoring 0 to 34 should be held back for supplementary review. Enter each passing score on the Reading Placement and Progress Chart (see Section VII).

E. INSTRUCTIONAL PROCEDURES

1. Instructor Assignment

It is recommended that one instructor be responsible for all Beginning Readers in the center at any one time.

If a center is able to assign two instructors to the reading program, it is suggested that they rotate periodically from Beginning Reading to Graded Reading Selections. An instructor familiar with both programs will be able to more adequately prepare Beginning Readers for the Graded Reading Selections. He will also be able to use the techniques and materials from the Beginning Reading program to remediate individual difficulties of Corpsmembers assigned to the Graded Reading Selections.

2. Corpsmember Assignment

Whenever possible, Beginning Readers should be scheduled for two short reading sessions each day. These sessions should never exceed 45 minutes.

Because Beginning Readers are unable to enter other areas of the curriculum, the tendency is to schedule long reading classes in an attempt to advance them more rapidly. Generally, however, Corpsmembers are not able to work productively at any one subject for long periods of time. It is always preferable to end an instructional session while they are still actively participating and before they have indicated stress or fatigue.

3. Corpsmember Aides

The use of Corpsmembers as instructors' aides is encouraged in all curricular areas. It is particularly important for administering the Beginning Reading program.

Corpsmembers reading at any of Job Corps Levels 4 through 9 can be used as instructors' aides. A Corpsmember who completed the Programmed Reading Series and is reading successfully at one of these levels would be a good assistant because of his familiarity with the beginning program. His advancement into Graded Reading Selections may also serve as a motivation to the Beginning Readers.

A Corpsmember need not have superior reading skills to be of value as an assistant. Lower level readers can acquaint new Corpsmembers with the mechanics of the program and check answers for progress checks. More advanced readers can check oral reading and report errors to the instructor.

Such assistance from Corpsmembers will help free the instructor from routine tasks and enable him to provide individual remedial instruction and sound-symbol preparation. It can also alleviate the problem of Corpsmembers having extended waits for progress check scoring, oral reading samples, sound-symbol preparation, and unit review exercises.

4. Class Size

The ideal class size will vary according to the range of books in which Corpsmembers are placed, however, a Beginning Reading group should never exceed 10 Corpsmembers.

Without assistance from Corpsmember aides, however, an instructor will generally be able to properly supervise no more than eight Corpsmembers. The demands of a larger group on an unassisted instructor require that Corpsmembers be kept waiting for progress checks to be scored, for advancement instructions and for special assistance.

The publisher's Teacher's Guides mention class sizes of 30 and 40 but these refer to the typical primary school population in which the wide range in ability of Job Corps members is not a factor.

5. Supplementary Exercises

Each of the publisher's Teacher's Guides contains supplementary and review exercises. These should be reproduced in sufficient quantities to be readily available for assignment to Corpsmembers requiring remedial work or additional practice. Corpsmember aides can be given the responsibility for duplicating, filing, and maintaining an adequate supply of the materials to relieve the instructor of this task.

6. Reading Record Sheets

Each Corpsmember should have a folder or looseleaf notebook for reading record sheets which will serve as visible indications of his progress. The Reading Record Sheet (RJRR1), shown in the Appendix, can be used for Beginning Reading. Provide a separate record sheet for each Beginning Reading Book. Scores on progress checks should be recorded for the Corpsmember's benefit. If a Corpsmember does poorly on a progress check, work with him either orally or with supplementary exercises until he is able to score at least 80 percent. Record this improved score on the record sheet.

Corpsmember aides may use the sheets to note errors or sound symbol problems encountered during progress checking. The instructor can then refer to these notes and provide appropriate individual assistance. The final entry on each Reading Record Sheet should be the unit test score which is recorded on the Reading Placement and Progress Chart. See Section VII of this manual for instructions on reporting Progress Points.

7. Sample Schedule

It is strongly recommended that beginning readers be scheduled for reading instruction every day. If this is not possible, attempt to schedule these Corpsmembers in reading twice a day on alternate days. Alternate week scheduling is particularly inadvisable for the beginning reading group.

SAMPLE SCHEDULE

The following sample schedule is one efficient means of handling the various sub-groups assigned to Beginning Reading. Scheduling for these Corpsmembers must remain flexible since the turnover of Corpsmembers entering and progressing through the program will be continual.

Center X—60 Corpsmembers assigned to Beginning Reading. Alternate day scheduling assigns 30 Corpsmembers on Day X to Education.

Group A (7 Corpsmembers) - Prereading
Group B (6 Corpsmembers) - Primer
Group C (7 Corpsmembers) - Books 1-4
Group D (5 Corpsmembers) - Books 5-8
Group E (5 Corpsmembers) - Books 9-11

Class Period	8-8:30	8:30-9	9-9:45	10-10:45	11-11:45	LUNCH	1-1:30	1:30-2	2-2:45	3-3:45
Groups	A	B	C	D & E	*		A	B	C & D	*

Groups A & B will usually require special direction from the instructor. They should be scheduled separately for short periods of time.

Group C Corpsmembers will work individually, but will require more instructor time than Groups D or E, so should be scheduled separately if possible.

Groups C & D can be combined if Corpsmember aides are available.

Group E will need the least amount of instructor time and can be scheduled with either Group C or D, preferably with D. This group will be scheduled 1/2 time in Graded Reading Selections if they pass RJLP1.

This sample of Beginning Readers is considerably larger than most of the centers will be required to handle and exceeds the recommended group size in several cases. It should be understood that this particular schedule or any such schedule will be subject to daily revision as Corpsmembers advance through the program and new Corpsmembers enter.

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*Some non-scheduled instructor time should be available each day for special tutoring to alleviate the problem of scheduling Corpsmembers for evening sessions.

Corpsmembers assigned to Reading for one or two hours can spend the remainder of their class time doing free reading (magazines, comic books, etc.) working in the Handwriting Program, or on the record typing course which will facilitate letter discrimination learning.

8. Advancement to Graded Reading Selections

See Section IV, C for procedures regarding advancement into Graded Reading.

SECTION IV

GRADED READING

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SECTION IV

GRADED READING

A. INTRODUCTION

The Graded Reading Selections Component of the Reading Program is a series of more than 2000 readings covering a wide variety of topics. The reading selections are classified according to reading difficulty. They have been divided into nine levels; Level 1 being the easiest and Level 9 the most difficult.

A Job Corps reading level does not refer to a school grade level; that is, Level 1 is not equivalent to first grade reading. The Job Corps reading levels correspond to "readability levels" that range from approximately 3. 5 to 7. 5 and above as follows:

Job Corps Reading Level	Readability Level *
1	3. 5
2	4. 0
3	4. 5
4	5. 0
5	5. 5
6	6. 0
7	6. 5
8	7. 0
9	7. 5 - up

A Corpsmember can enter Graded Reading:

- By testing into the Graded Reading Program based on his Initial Screening Test (RJS1) score of from 9 to 20 (Section II,).
- By advancing from Beginning Reading to Graded Reading (Section IV, C).

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* As determined by the Dale-Chall or Flesch "readability" measures. These figures only approximate school grade reading achievement levels.

B. MATERIALS AND PROCEDURES FOR PLACEMENT IN GRADED READING BY RJS1 TEST SCORE

1. Materials

Before testing Corpsmembers for placement in Graded Reading, the instructor should have:

- Scores on RJS1 tests for all Corpsmembers (Section II, pp. 1-8)
- Copies of Lower Level Placement Test (RJLP1) and Upper Level Placement Test (RJUP1) (Appendix)
- Scoring Keys for RJLP1 and RJUP1 (Appendix)
- The 21 Level Advancement Selections and Checks used for placement in Graded Reading (Section IV, F)
- Answer Keys for Level Advancement Checks (Appendix)
- Several cards, from each of Levels 1 through 8 of the SRA Job Corps Reading Laboratory of Power Builders, to be used as oral reading checks.

2. Procedures for Placement in Graded Reading

The following sequence of steps should be used to place Corpsmembers in the Graded Reading Program,

- Administer and score Initial Screening Test, RJS1.

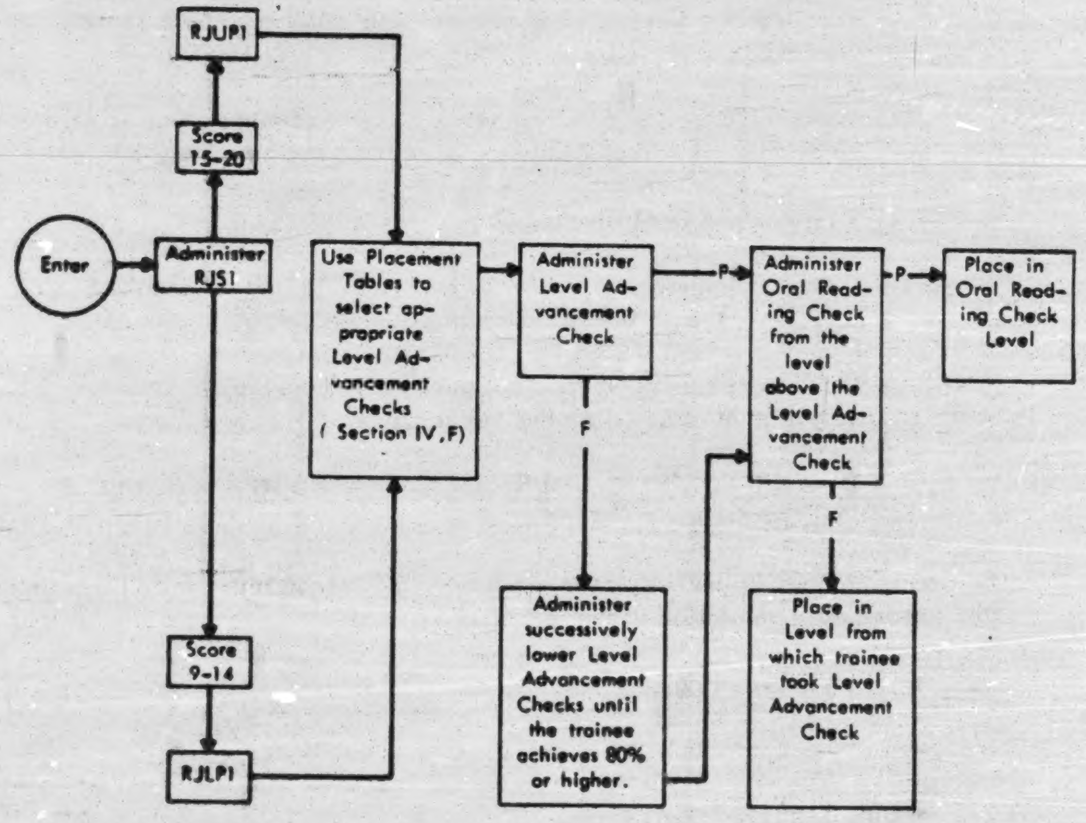
  a) 0 to 8, place in Beginning Reading

  b) 9 to 14, administer RJLP1

  c) 15 to 20, administer RJUP1

  d) 21 to 25, place in Advanced Reading

- Administer and score the RJLP1 or the RJUP1 to the Corpsmembers who place in Graded Reading.


RJUP1
Score 15-20
Enter
Administer RJS1
Score 9-14
RJLP1
Use Placement Tables to select appropriate Level Advancement Checks (Section IV,F)
Administer Level Advancement Check
P
F
Administer successively lower Level Advancement Checks until the trainee achieves 80% or higher.
Administer Oral Reading Check from the level above the Level Advancement Check
P
F
Place in Oral Reading Check Level
Place in Level from which trainee took Level Advancement Check

FLOW CHART IV-1—PLACEMENT PROCEDURES

- Use the Lower or Upper Level Placement Table to interpret the RJLP1 or the RJUP1 scores.

- Administer the Level Advancement Check as determined by the RJLP1 or the RJUP1 score indicated by the Placement Tables.

- Score the Level Advancement Check.

  a) If the Corpsmember's score is less than 80 percent administer successively lower Level Advancement Checks until a score of 80 percent is achieved.

  b) When the Corpsmember achieves a score of 80 percent or higher, administer the Oral Reading Check from the next higher level.

  c) Evaluate the Oral Reading Check

  - If the Corpsmember performs successfully, he is placed at the level attained on the Oral Reading Level Check.

  - If the Corpsmember does not perform successfully, he is placed at the level attained on the Level Advancement Check.

C. PROCEDURES FOR PLACEMENT INTO GRADED READING FROM BEGINNING READING

The Corpsmember is evaluated for readiness to advance into Graded Reading after successful completion of the following:

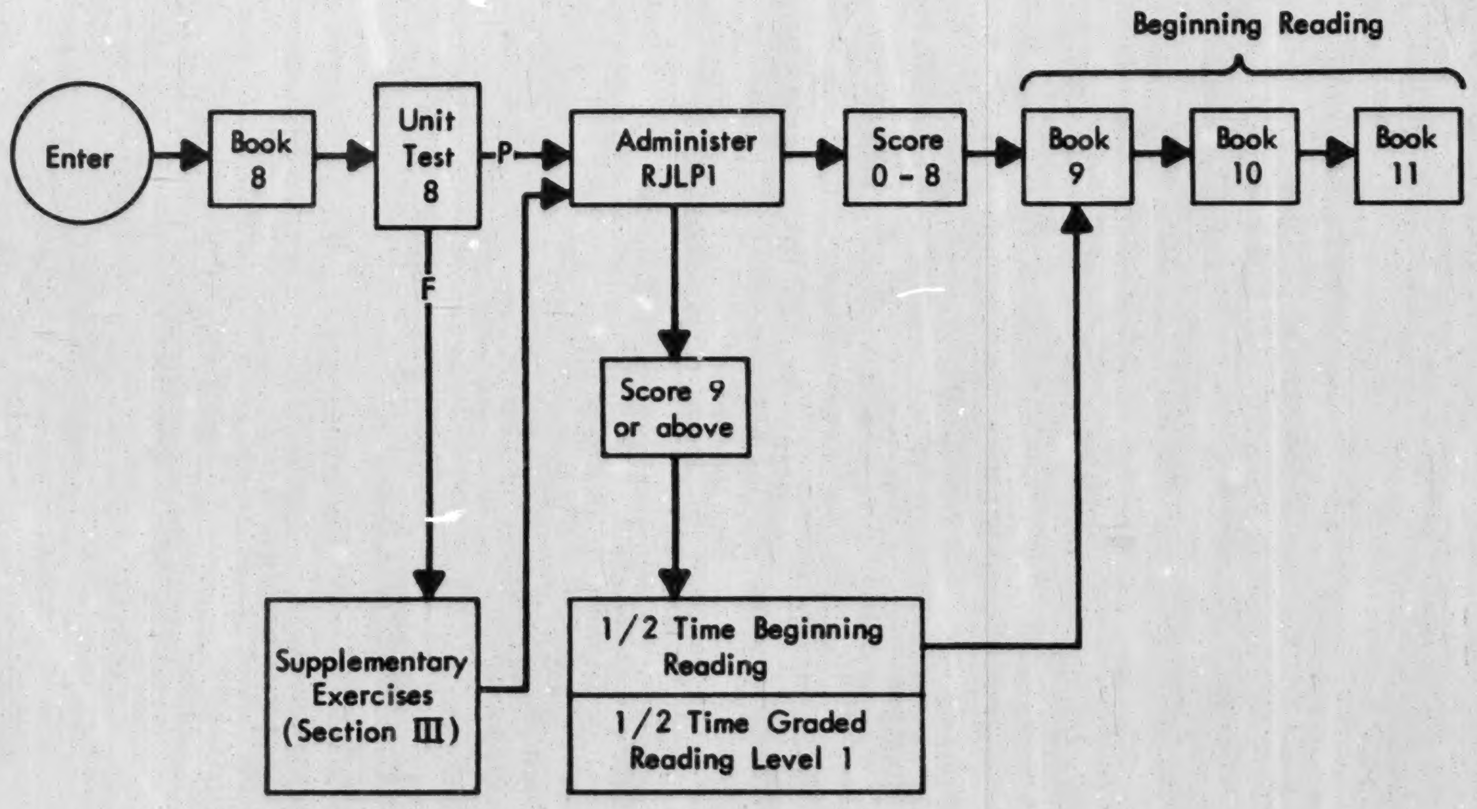
- Unit Test for Book 8

- Unit Test for Book 11

- Unit Test for Book 14

1. Advancement Following Unit Test 8 of Beginning Reading

- After a Corpsmember successfully completes the Unit Test for Book 8 of beginning Reading, administer RJLP1.


Beginning Reading
Enter
Book 8
Unit Test 8
P
F
Administer RJLP1
Score 0 - 8
Book 9
Book 10
Book 11
Score 9 or above
Supplementary Exercises (Section III)
1/2 Time Beginning Reading
1/2 Time Graded Reading Level 1

FLOW CHART IV-2 — ADVANCEMENT TO GRADED READING AFTER BOOK 8 OF BEGINNING READING

Score the RJLP1.

- If the score is 9 or above:

- The Corpsmember divides his reading time equally between Beginning Reading Books 9 through 11 and Graded Reading Selections beginning at Level 1, until he successfully completes Book and Unit Test 11.

- When the Corpsmember successfully completes the Unit Test for Book 11 in Beginning Reading, he is assigned to Graded Reading full time.

- If the RJLP1 score is 0 - 8, the Corpsmember is not placed in Graded Reading:

- Have the Corpsmember continue in Beginning Reading Books 9 through 11.

- Do not retest the Corpsmember on the RJLP1 until the Unit Test for Book 11 has been completed successfully.

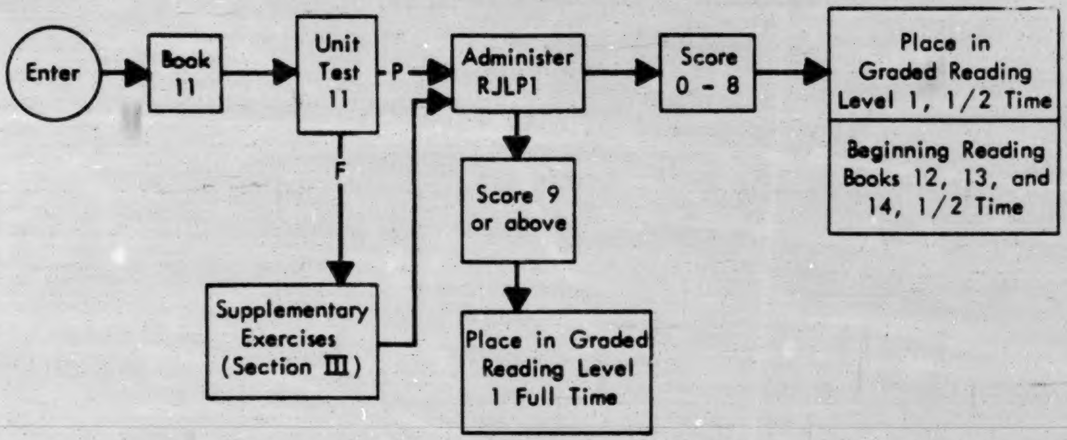
2. Advancement Following Unit Test 11 of Beginning Reading

- When the Corpsmember completes Unit Test 11 for Book 11 in the Beginning Reading series, re-administer the RJLP1.

- Score the RJLP1.

a) If the score is 9 or above, the Corpsmember has completed Beginning Reading and should read full time in Graded Reading, beginning with Level 1.

b) If the score is 0 to 8, the Corpsmember's reading time should be divided equally between Beginning Reading, Books 12 through 14, and Graded Reading, Level 1.

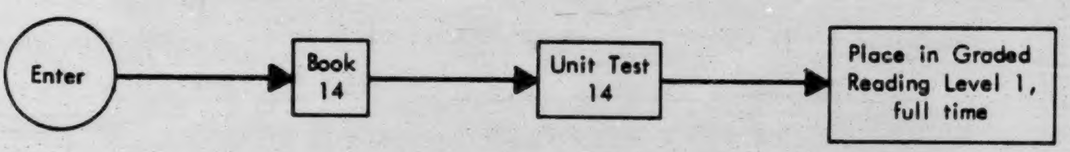

Enter
Book 11
Unit Test 11
P
F
Administer RJLP1
Score 0 - 8
Place in Graded Reading Level 1, 1/2 Time
Beginning Reading Books 12, 13, and 14, 1/2 Time
Score 9 or above
Place in Graded Reading Level 1 Full Time
Supplementary Exercises (Section III)

FLOW CHART IV-3—ADVANCEMENT TO GRADED READING AFTER BOOK 11 OF BEGINNING READING

3. Advancement Following Book 14 of Beginning Reading

Upon completion of Unit Test 14 for Book 14 in Beginning Reading, place the Corpsmember in Graded Reading Level 1 full time.

The instructor should carefully supervise the program of a Corpsmember who enters Graded Reading after Book 14 of Beginning Reading.


Enter
Book 14
Unit Test 14
Place in Graded Reading Level 1, full time

FLOW CHART IV-4 — ADVANCEMENT TO GRADED READING AFTER BOOK 14 OF BEGINNING READING

D. ADMINISTERING THE UPPER LEVEL (RJUP1) AND LOWER LEVEL (RJLP1) PLACEMENT TESTS

- The RJLP1 is administered to a Corpsmember when he reaches one of the following points in the program:

  a) Scores from 9 to 14 on the RJS1

  b) Successfully completes Unit Test 8 for Book 8 of Beginning Reading

  c) Successfully completes Unit Test 11 for Book 11 (This applies to those who did not score 9 or above on the RJLP1 following Book 8 of Beginning Reading.) (Section IV, C)

  d) Tests out of Beginning Reading on the Placement Examination (RHO26).

- Testing time must not exceed 25 minutes. If Corpsmembers are allowed to continue working on the tests for more than 25 minutes, the results are invalid. Re-administer any test when the time limit is not observed.

- The procedures to be followed when administering the RJLP1 and RJUP1 (Appendix) are discussed in the following paragraphs.

  a) Before administering the placement tests, the instructor should read each item on each test.

  b) The placement tests can be administered individually or to small groups of no more than 10 Corpsmembers.

  c) Before distributing either of the placement tests, explain to the group the reason for testing. Say:

  > "You will be reading in the Graded Reading Selections as part of the Job Corps reading program. You will be able to improve your reading by reading stories and articles that interest you. We have divided the material into 9 levels, so that you will not be reading anything too difficult or too easy for you. This test is

> one of the guides that will help us find the level
> at which you can begin. You will not be graded;
> it is impossible to fail this test. Try to answer
> as many of the questions as you can."

4) Give each Corpsmember one copy of the test and a pencil with an eraser. Give the following instructions:

> "Write your name and social security number in these blanks at the top of the test." (Hold the test up and point.) "Do not start reading or answering the questions until the directions have been read."

5) Check to see that all Corpsmembers write their names and social security numbers in the proper places.

6) Direct the Corpsmembers' attention to the sample item at the top of the test. Give the following instructions:

> "Here are some sentences with missing words. A blank in the sentence with a number in it shows that a word is missing. Choose the word that makes the most sense in each blank. Four words that might go in the blank are given below with the same number. Show the word you think makes most sense in the blank by marking a heavy X on the line next to the word. Look at the sample question. It says, "The new snow was very __1__." (Do not read the number "1".)

7) Ask the Corpsmembers to supply the word. When one of the Corpsmembers says "cold", instruct them all to make an X next to the word "cold" on the sample item. Check each Corpsmember's paper to be sure he understands how to proceed. If there are no questions, continue your instructions:

> "Do the rest of the sentences below in the same way. When you finish one page, go right on to the next until you have done all of the rest. If you want to change an answer, erase the X you

do not want counted, and make a new one in the right place. You will have 25 minutes. Are there any questions?"

After all questions have been answered, instruct the Corpsmembers to begin.

h) Without disburbing the Corpsmembers, watch to see that the directions are being followed. If anyone has trouble following the instructions, help him, but do not give away the answers. If necessary, use items #1 and #2 of the test to explain the procedure.

i) At the end of 25 minutes, the tests should be collected for scoring. (Remember, if the tests are allowed to continue longer than 25 minutes, interpretation of the scores will not be accurate.)

E. SCORING THE UPPER LEVEL (RJUP1) AND LOWER LEVEL (RJLP1) PLACEMENT TESTS

- Scan all items on the test and cross out any items on which the Corpsmember has marked more than one answer. Do not count these items in scoring the test.

- Choose the appropriate Scoring Key (See the Appendix for Scoring Keys for the RJLP1 and the RJUP1).

- Place a red check mark by each correct answer. Do not mark wrong items.

- Count the red check marks and enter the total in the score box on the front of the test.

- As the tests are being scored, the instructor should watch for any test that appears to be invalid. Tests might be invalidated by:

  a) Answering in a pattern (for example, marking all of the same alternatives)

  b) Leaving a great many items unanswered (Chart, Section IV, F).

- If a test appears invalid the instructor should:

  a) Retest the Corpsmember on the RJLP1 or the RJUP1

  b) Test the Corpsmember orally beginning with Level 1. Ask him to read two paragraphs and rate him according to the criteria for oral reading (Section IV, F).

F. PLACEMENT INTO GRADED READING LEVELS

1. Materials Used for Placement

- A scored Lower Level (RJLP1) or Upper Level (RJUP1) placement test for the Corpsmember.

- The Upper Level and Lower Level Placement Tables (Section IV).

- Level Advancement Selections - Three Selections from each of the Levels, 1 through 9, in the SRA-Job Corps Reading Laboratory of Power Builders have been designated as Level Advancement Selections. Level Advancement Selections are used in two instances in the Graded Reading Program:

  a) For placement of the Corpsmember into Graded Reading (For placement purposes only 21 of the 27 selections, those for levels 1 through 7, are used.)

  b) For advancement of the Corpsmember in Graded Reading to the next higher reading level (Section V, C)

  The 21 Level Advancement Selections used for placement are listed below:

Level	Code No.	Title
1	RL015-RS1	"Ben and The Rule"
1	RL011-RK1	"Can Animals Talk?"
1	RL018-RU1	"A Fireman's Life"
2	RL040-RU2	"The Surprising Mr. Fulton"
2	RL026-RK2	"They Build with Paper"
2	RL035-RT2	"Take the House, Too"

Level Advancement Selections (continued)

Level	Code No.	Title
3	RL588-RK3	"The Dumb Elephant"
3	RL593-RK3	"The Galapagos Sea Lions"
3	RL590-RK3	"The Outcast"
4	RL643-RU4	"Horace Greeley"
4	RL642-RU4	"Arctic Adventure"
4	RL626-RH4	"The Silent Killer that Stalks the Streets"
5	RL677-RU5	"The Vanished City"
5	RL676-RU5	"Profile of a Peace Corpsman"
5	RL674-RT5	"The Bridge at ANDAU"
6	RL724-RU6	"Sons of the Sun"
6	RL703-RH6	"A Killer is Born"
6	RL716-RR6	"Is Your Judgment Warped?"
7	RL757-RS7	"The Kās for Ezier Speling"
7	RL758-RS7	"An International Language"
7	RL740-RG7	"Most Popular Characters"

- Level Advancement Checks and Answer Keys - Each Level Advancement Selection has a separate test. The tests are coded with the same number that appears in the upper left-hand corner of the RL cards designated as Level Advancement Selections. Answer Keys are found in the Appendix.

- RL Reading Cards for Oral Reading Checks - The instructor should choose 1 or 2 cards from each of Levels 1 through 8 of the SRA-Job Corps Reading Laboratory of Power Builders, Code RL001-RL786 to use as Oral Reading Checks (Section IV, E). Several paragraphs from any card that is not designated as a Level Advancement Selection may be used. The cards used may vary from one testing session to the next. Following testing, the cards should be returned to the Reading Laboratory for use by the Corpsmembers.

2. Placement Procedures

Scores on the RJLP1 and the RJUP1 are used as indicators of placement into Graded Reading. The Placement Test scores do not determine final placement (Flow Charts for RJLP1 and RJUP1 Section IV, F).

- Using the scored RJLP1 or RJUP1, look at the corresponding Placement Table. The Placement Table for the Lower Level is used with the RJLP1. The Placement Table for the Upper Level is used with the RJUP1.

- Find the RJLP1 or RJUP1 score in Column 1.

- Find the level for the Level Advancement Check in Column 2.

- Administer the Level Advancement Check.

  a) Choose 1 of the 3 Level Advancement Selections from the level indicated on the appropriate Placement Table. For example, if a Corpsmember scores 24 on the RJLP1 according to the Placement Table, the Level Advancement Check comes from Level 3. The instructor may choose any of the following 3 cards from Level 3:

RL588-RK3	"The Dumb Elephant"
RL593-RK3	"The Galapagos Sea Lions"
RL590-RK3	"The Outcast"

  b) Have the Corpsmember read the Level Advancement Selection.

  c) Administer the Level Advancement Check with the corresponding code number.

  d) Score the test using the Answer Keys provided in the Appendix.

- Evaluate Level Advancement Check score.

  a) If the score is 80 percent or higher, administer the Oral Reading Check from the level indicated in Column 3. For example, when the Corpsmember takes and passes a Level Advancement Check for Level 3, he takes the Oral Reading Check for Level 4.

b) If the score is less than 80 percent, the Corpsmember takes Level Advancement Checks from successively lower levels until he achieves a score of 80 percent. He then takes the Oral Reading Check from the next higher level.

A Corpsmember should not take more than 1 Level Advancement Check in one reading session.

- Administer the Oral Reading Check. The Oral Reading Check is administered to confirm placement. When the Corpsmember has scored 80 percent or higher on a Level Advancement Check, he is given the Oral Reading Check from the next higher level (Section IV, F, Placement Tables).

- Evaluate the Oral Reading Check. While some Informal Reading Inventories have detailed criteria established for determining functional reading levels (96 percent Vocabulary Recognition, 75 percent Comprehension, etc.), no such specificity will be required for the Job Corps reading program. The instructor should listen to the Corpsmember read aloud and make a decision on the basis of the following broad categories:

a) Quality of Reading—If the Corpsmember reads haltingly, with long pauses between words, this probably indicates that the material is too difficult for him.

b) Vocabulary Recognition—If the Corpsmember does not recognize or misreads many words, (enough to indicate that he would have difficulty in comprehending the selection), then the material is too difficult for him.

c) Comprehension—The Corpsmember should be able to answer, in his own words, questions asked by the instructor on the paragraphs read. If he cannot do so, the material is probably too difficult.

If the Corpsmember performs adequately on the Oral Reading Check, place him in the level from which the Oral Check was taken. If not, place him in the level at which he passed the Level Advancement Check.

- In cases where there is a difference of more than two levels between the placement indicated by the written placement procedures and the Oral Reading Checks, the written placement procedures should be reexamined to determine the cause of the discrepancy (Corpsmember access to tests or keys, emotional factors, etc.) before a placement decision is made. In such cases, the instructor should administer an alternate Level Advancement Selection under close supervision.

d) Procedures to follow when a Corpsmember leaves many items unanswered on the RJLP1 or RJUP1:

- Score the test by counting the total number of correct items.

- Count the total number of items answered, whether correct or not.

A	B	C
If he answered	And had	Action
18 or fewer	3 or fewer right	Have him take the next lower placement test.
18 or fewer	4 or more right	Place him according to the appropriate Placement Table.
19 - 27	6 or fewer right	Have him take the next lower placement test.
19 - 27	7 or more right	Place him according to the appropriate Placement Table.
28 - 36	No matter what score	Place him according to the appropriate Placement Table.

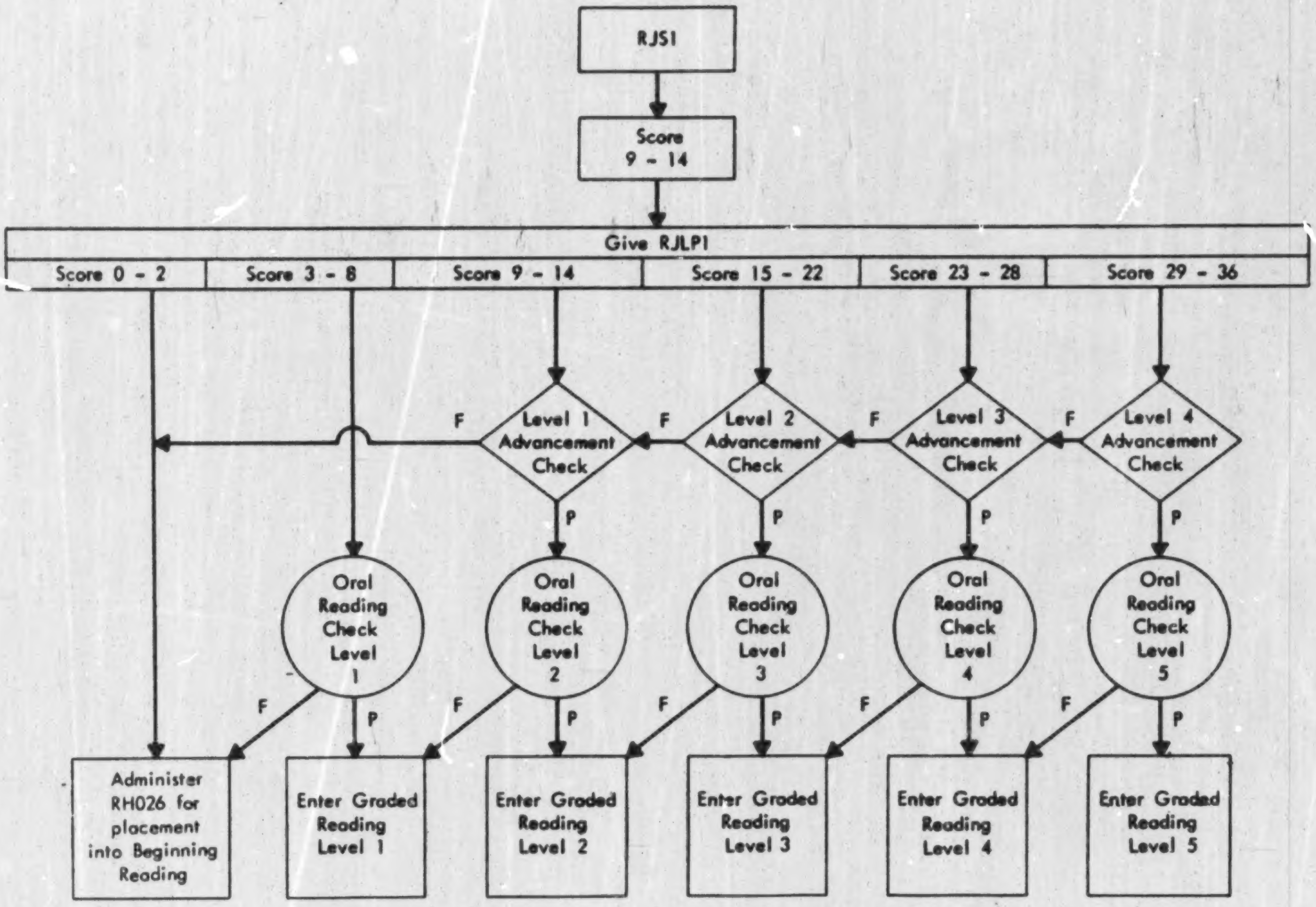
Example

A Corpsmember takes the RJLP1. He answers 23 questions and leaves the remainder blank. He answers 6 of the 23 questions correctly.

a) Find 23 in Column A.
b) Find 6 in Column B.
c) Find the action to be taken in Column C.

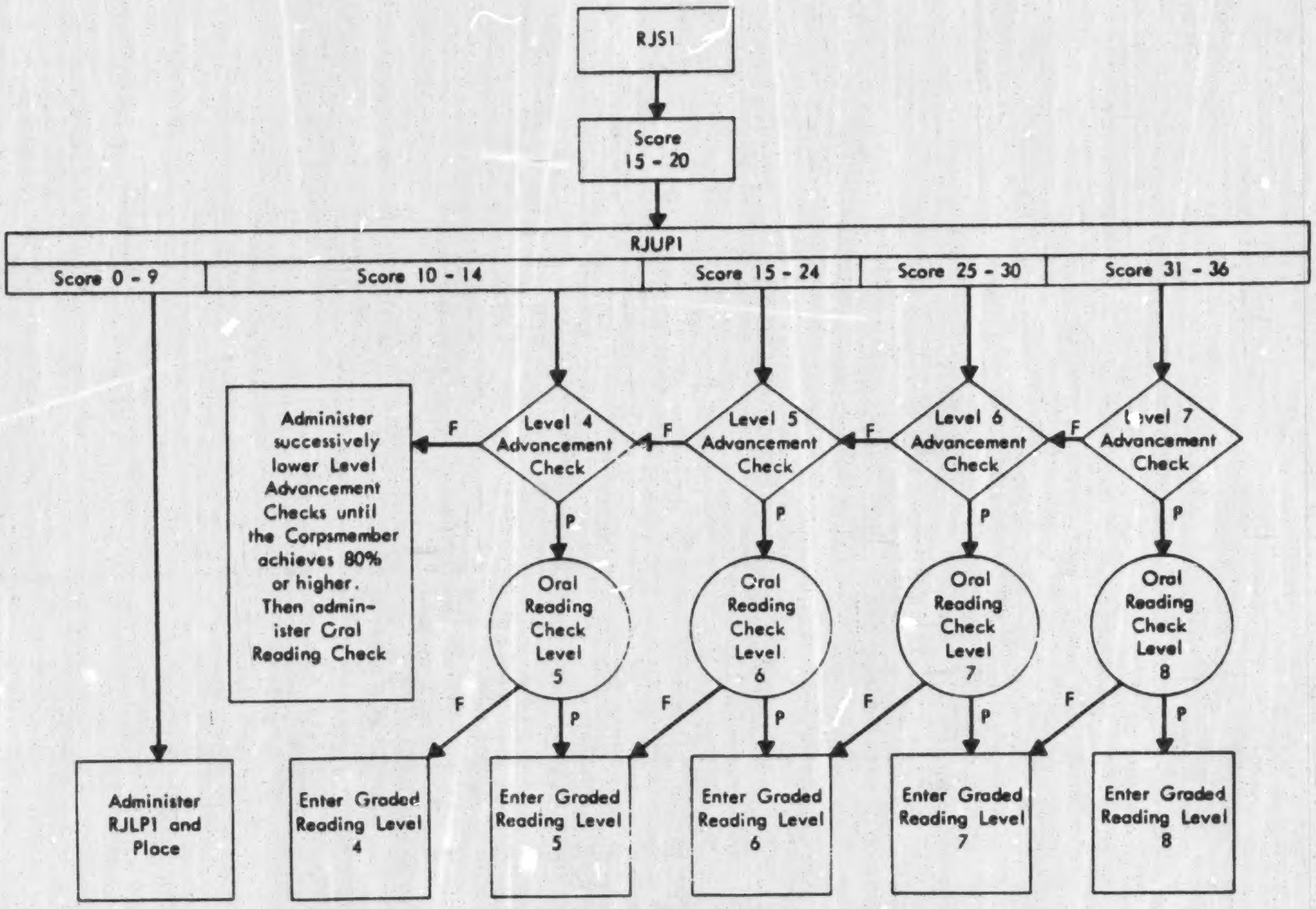
In this example Column C indicates that the Corpsmember has failed the RJLP1. Have him take the Beginning Reading Placement Test RHO26. A score of 6 on the RJLP1 would normally indicate placement in Graded Reading Level 1.

PLACEMENT FLOW CHART FOR RJLPI


RJS1
Score 9 - 14
Give RJLPI
Score 0 - 2
Score 3 - 8
Score 9 - 14
Score 15 - 22
Score 23 - 28
Score 29 - 36
Level 1 Advancement Check
Level 2 Advancement Check
Level 3 Advancement Check
Level 4 Advancement Check
F
P
Oral Reading Check Level 1
Oral Reading Check Level 2
Oral Reading Check Level 3
Oral Reading Check Level 4
Oral Reading Check Level 5
Administer RH026 for placement into Beginning Reading
Enter Graded Reading Level 1
Enter Graded Reading Level 2
Enter Graded Reading Level 3
Enter Graded Reading Level 4
Enter Graded Reading Level 5

FLOW CHART IV-5 — PLACEMENT FOR RJLP1

PLACEMENT FLOW CHART FOR RJUP1


RJS1
Score 15 - 20
RJUP1
Score 0 - 9
Score 10 - 14
Score 15 - 24
Score 25 - 30
Score 31 - 36
Level 4 Advancement Check
Level 5 Advancement Check
Level 6 Advancement Check
Level 7 Advancement Check
F
P
Administer successively lower Level Advancement Checks until the Corpsmember achieves 80% or higher. Then administer Oral Reading Check
Oral Reading Check Level 5
Oral Reading Check Level 6
Oral Reading Check Level 7
Oral Reading Check Level 8
Administer RJLP1 and Place
Enter Graded Reading Level 4
Enter Graded Reading Level 5
Enter Graded Reading Level 6
Enter Graded Reading Level 7
Enter Graded Reading Level 8

FLOW CHART IV-6 — PLACEMENT FOR RJUP1

PLACEMENT TABLE
FOR
LOWER LEVEL TEST (RJLP1)

COLUMN 1 If Corpsmember's RJLP1 Score is:	COLUMN 2 Administer Level Advancement Check From Level:	COLUMN 3 If Corpsmember Passes LAC* Administer Oral Reading Check From Level:	COLUMN 4 If Corpsmember Fails LAC	COLUMN 5 If Corpsmember Passes Oral Reading Check	COLUMN 6 If Corpsmember Fails Oral Reading Check:
0 - 2	TEST ON RHO26	N/A	Administer Successively Lower Level Advancement Checks Until The Corpsmember Achieves A Score of 80% or Higher. When The LAC Is Passed Administer The Oral Reading Check From The Next Higher Level	Place The Corpsmember In The Level At Which He Read The Oral Reading Check	Place The Corpsmember In The Level At Which He Passed The Level Advancement Check Important: Failure of The Oral Reading Check Only Places The Corpsmember 1 Level Lower.
3 - 8	Use Only Oral Reading Check, Level 1	If Corpsmember passes Oral Reading Check, place in Level 1. If He Fails Oral Reading Check, Test on RHO26.			
9 - 14	1	2			
15 - 22	2	3			
23 - 28	3	4			
29 - 35	4	5			

*Level Advancement Check

PLACEMENT TABLE
FOR
UPPER LEVEL TEST (RJUP1)

COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5	COLUMN 6
If Corpsmember's RJUP1 Score is:	Administer Level Advancement Check From Level:	If Corpsmember Passes LAC* Administer Oral Reading Check From Level:	If Corpsmember Fails LAC	If Corpsmember Passes Oral Reading Check	If Corpsmember Fails Oral Reading Check
0 - 9	TEST ON RJLP1	N/A	Administer Successively Lower Level Advancement Checks Until The Corpsmember Achieves A Score of 80% or Higher. When The LAC Is Passed Administer The Oral Reading Check From The Next Higher Level	Place the Corpsmember In The Level At Which He Read The Oral Reading Check	Place The Corpsmember In The Level At Which He Passed The Level Advancement Check Important: Failure of The Oral Reading Check Only Places The Corpsmember 1 Level Lower.
10 - 14	4	5			
15 - 24	5	6			
25 - 30	6	7			
31 - 36	7	8			

* Level Advancement Check

SECTION V

IMPLEMENTATION OF THE GRADED READING PROGRAM

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SECTION V

IMPLEMENTATION OF THE GRADED READING PROGRAM

A. INTRODUCTION

Upon completion of placement procedures, the Corpsmember is placed in one of the first 8 levels of Graded Reading. The following material and procedures are used by the instructor to guide the Corpsmember working in Graded Reading.

B. DESCRIPTION OF THE JOB CORPS GRADED READING SELECTIONS

1. Curriculum

The following items make up the Job Corps Graded Reading curriculum.

Items	Code
Regular Reading Materials	
SRA - Job Corps Reading Laboratory of Power Builders	RL001 - RL786
SRA - Job Corps Pilot Library	RP001 - RP130
Reading Skill Builder, Level 2* - Parts 1, 2 & 3	RD001 - RD003
Reading Skill Builder, Level 3* - Parts 1, 2 & 3	RD004 - RD006
Reading Skill Builder, Level 4* - Parts 1, 2 & 3	RD007 - RD009
Reading Skill Builder, Level 5* - Parts 1, 2 & 3	RD010 - RD012
Reading Skill Builder, Level 6* - Parts 1, 2 & 3	RD013 - RD015
Advanced Reading Skill Builder - Books 1 - 4	RD016 - RD019
Readings: English As A Second Language - Books 1 - 6	RD024 - RD029

*These levels are assigned by the publisher; they do not correspond to Job Corps Reading Levels.

Help Yourself to Improve Your Reading - Parts 1 & 2	RD030 - RD031
Step One Readers - 4 Books	RD032 - RD035
Modern Reading - Books 1, 2 & 3	RM001 - RM003
Controlled Reader Stories & Questions - 6 Books	RE013 - RE018
Controlled Reader Study Guide - 10 Volumes	RE019 - RE028
SRA - Dimensions in Reading	001 - 300
Supplementary Materials	
Bell & Howell Language Master and Manual	N/A
Job Corps Language Master Vocabulary Cards	N/A
Speech-to-Print Phonics	N/A
Botel Reading Inventory	N/A

2. Topics

Job Corps has over 2000 reading selections in the following 23 areas:

A - Sports & Games
B. - Wild West
C - Spies and Mysteries
D - Tall Tales
E - Science Fiction and Twilight Zone
F - Humor
G - Entertainment
H - Science & Inventions
J - Space Age
K - Birds, Beasts, Fish
L - Trees and Plants
M - The Earth
P - The Sea
Q - Jobs & Hobbies
R - Tips for You
S - Ideas & Ideals

T - Unforgettable Events
U - Interesting People
V - Places to Visit
W - War and the Military
X - Money
Y - Government
Z - Education

3. The Reading Code Numbers

- Each selection is given a location code number. Most code numbers appear in this form: RL040-RU2. Each digit of the code aids in identification. For example, the L in the code RL040-RU2 tells you that this selection is located in one of the SRA Job Corps Reading Laboratory boxes.

- Each topic is given a code letter (see above). The topic of each reading selection is indicated by the second to last digit in the code number. For example, Reading Selection RL040-RU2 is entitled "The Surprising Mr. Fulton." The U tells you this is a selection from the category "Interesting People."

- The SRA Dimensions in Reading series is an exception to the code system. These selections are number 001 - 300. Reading level is designated for each selection, but topic is not. However, the selections are classified under the appropriate topics in the Master Index.

An explanatory chart for the reading code appears in the Appendix.

4. The Index to the Graded Reading Selections

- The Index to the Graded Reading Selections lists the titles and code numbers of the stories for Graded Reading. This Index helps the Corpsmember select interesting and appropriately difficult reading matter.

- Stories are listed in the Index by both reading level and topic. For each reading level, stories are listed by topic, beginning with "A" - Sports and Games, and ending with "Z" - Education. Titles to stories on each level are listed under the appropriate topical headings. For example, Selection RL159-RB4, "Ghost Town", will be found on Level 4, listed under topic "B" - Wild West.

- Since the material in the Reader's Digest, Controlled Reader, and Modern Reading Books series can be found only by page number, the Corpsmember can locate the recommended stories at his level only by using the Index.

- It is important that the Master Index be displayed in such a way as to make it accessible. One effective way is to display the 9 levels on the wall at eye level.

- Use of the Master Index to the Graded Reading Program. A Corpsmember who has been placed in Graded Reading should be instructed in the use of the Index and code system. Use the following procedures to instruct the Corpsmember in the use of the Master Index.

  a) Determine the Corpsmember's reading level by the use of the placement procedures for Graded Reading (Section IV, F)

  b) Explain the Index and its convenience to the Corpsmember

  c) Tell the Corpsmember his reading level and point out that the numbers do not refer to school grade levels

  Explain that he can progress as fast as possible to higher levels where many more selections are available

  d) Help the Corpsmember make a selection at the appropriate level from a topic of interest to him

  e) Read with the Corpsmember the code number of the story that is selected. Explain that the first part of the number shows where to find the chosen selection. It is important to post, next to the Index, the chart found in the Appendix that explains the reading code numbers. Explain that the "R" stands for "reading." The second letter, L, P, D, E, or M indicates the set of materials containing the reading selections. Thus, RD would mean to look for the Reader's Digest set. The first three numbers identify the desired book or card. If a selection is bound in a volume with other selections, the Corpsmember should note the page number that is listed after the selection title in the Index.

- **Stories not listed in the Index.** Not all of the stories in the Reader's Digest volumes and Controlled Reader series are listed, since some of the stories in the lower level books are more suitable for children than for Corpsmembers. Although these stories are still in the Reader's Digest and Controlled Reader volumes, they have not been listed in the Index because they are not recommended.

5. Removals or Additions to the Reading Curriculum

- Because of ongoing research and development, decisions are made by Job Corps Headquarters to remove or add items to the education curriculum. No center should, without prior approval, add to or delete such material (Section 191.1 of the Conservation Center Administrative Manual).

- The following items have been removed from the list of original reading material:

  a) Science Reader RD020-RD023

  b) People to People in Action RD036

  c) Teenage Treasury RD037-RD040

  d) Secrets of Successful Living RD043-RD046

C. INSTRUCTIONAL PROCEDURES FOR GRADED READING

1. Instructor's Checklist for Graded Reading Program

When placement is confirmed, the instructor should conduct orientation for trainees working in the Graded Reading Program. This orientation should be directed to groups of no more than five Corpsmembers. Orientation is most effective on an individual basis. The following checklist should be used to see that each aspect of Graded Reading is covered in orientation:

- Tell the Corpsmember his level placement

- Show the Corpsmember material available in the Graded Reading Program (Section V, B)

- Explain use of the Index to Corpsmember (Section V, B)

- Give Corpsmember a Reading Record Sheet (RJRRI)
- Explain the Reading Record Sheet (Section IV, I)
- Explain the Progress Check (Section V, C-3)
- Explain the Answer Keys for Progress Checks (Section V, C-3)
- Explain the Level Advancement Checks (Section V, C).

Remember that one explanation of the Graded Reading Program will not be sufficient for most Corpsmembers. Check frequently with new Corpsmembers to see that procedures are being followed. Instructor Aides may be assigned this duty.

2. Sequence of Corpsmember Activities

Upon completion of placement procedures, the Corpsmember is assigned to 1 of the first 8 levels of Graded Reading. No Corpsmember is assigned initially to Level 9. To complete work at one level of Graded Reading, the Corpsmember must read at least 14 selections and pass a Level Advancement Check.

The Corpsmember performs the following steps in reading each of the 14 selections:

- Chooses a selection from his assigned level, using the Index
- Reads the story
- Records the date on the Reading Record Sheet
- Records the code number of the selection in the column entitled "Selection Code Number"
- Takes the appropriate Progress Check (see below, "Progress Checks") on the reading selection
- Writes his answers on a separate paper. May re-read the selection to aid him on the Progress Check

- Scores the Progress Check with the Answer Key
- Records the number of items correct under the R column on the Reading Record Sheet (Section V, E)
- Records the total number of items on the Progress Check under the I column on the Reading Record Sheet
- Determines the percentage score by using the Percentage Table found in the Appendix. (This table should be accessible to Corpsmembers working in Graded Reading.)

A score of 80 percent or higher on the Progress Check is considered passing.

> NOTE: Selections on which the Corpsmember scores less than 80 percent on the Progress Check do not count toward the 14 selections which must be read before level advancement is possible.

The Progress Check for every 5th selection is scored by the instructor and results are recorded on the Reading Record Sheet. The instructor initials the score when he enters it on the Reading Record Sheet.

3. Progress Checks

Each Graded Reading selection must be followed by a Progress Check. The Progress Check is a short comprehension test on the content of the selection. These tests have the following functions:

- They motivate by allowing the Corpsmember to demonstrate learning and they indicate to the Corpsmember that the instructor is concerned with the Corpsmember's progress.
- They inform the Corpsmember about the adequacy of his effort, and thus may produce self-corrective behavior.
- They indicate the Corpsmember's progress to the instructor. If the Corpsmember's scores are consistently low, the instructor should provide tutoring.

a. Location of Progress Checks

Progress Checks are printed with each regular reading selection, except for the materials listed below.

- Pilot Library (RPOO1-RP130) - Progress Checks for this series are found in a separate booklet (RPQO1).
- Controlled Reader Selections (REO13-REO15) - Progress Checks for this series (three booklets) are found in separate booklets (REO16-REO18).

b. Location of Answer Keys

The following Answer Keys are found in the back of the reading materials:

- English as a Second Language, Books 1-6 (RDO24-RDO29)
- Help Yourself to Improve Your Reading (RDO30-31)
- Step One Readers (RDO32-RDO35)
- Controlled Reader Study Guides (REO19-REO28)

The Answer Keys for the Controlled Reader Comprehension Tests, REO16, are found in the back of the Reading Comprehension Tests, REO16.

Separate booklets provide Answer Keys to the remaining selections. Answer key codes for these booklets follow:

Selection Codes	Answer Key Codes
RLOO1-RL786	RLOK1
RPOO1-RP130	RPKO1
*RDOO1-RDO19	RDKO1

---

*These Answer Keys are in a package as loose-leaf fillers. Place them in a notebook to prevent loss.

c. **Description of Progress Checks**

Progress Check formats vary from component to component of the Graded Reading Program. For example, Controlled Reading Tests include only comprehension questions. English as a Second Language Progress Checks include both comprehension and vocabulary items.

The Progress Checks for the SRA-Job Corps Reading Laboratory of Power Builders (RL001-RL786) contain two sections:

- "How Well Did You Read?"
- "Learn About Words"

Answer Keys contain answers for only the first section, "How Well Did You Read?". This section is the only one required for the Progress Checks.

4. Level Advancement Selections

Three selections from each of the Levels 1 through 9 have been designated as Level Advancement Selections. Level Advancement Selections are used for placing a Corpsmember in the Graded Reading Program (Section IV, F) and for advancing a Corpsmember in Graded Reading to the next higher reading level.

The Level Advancement Selections are found in the SRA-Job Corps Reading Laboratory of Power Builders, Code RL001-RL786.

REMOVE THE SELECTIONS LISTED BELOW FROM THE SHELVES AND RETAIN CONTROL OF THEM AT ALL TIMES.

LEVEL ADVANCEMENT SELECTIONS

Level	Code No.	Title
1	RL015-RS1	"Ben and The Rule"
1	RL011-RK1	"Can Animals Talk?"
1	RL018-RU1	"A Fireman's Life"
2	RL040-RU2	"The Surprising Mr. Fulton"
2	RL026-RK2	"They Build with Paper"
2	RL035-RT2	"Take the House, Too"

LEVEL ADVANCEMENT SELECTIONS (continued)

Level	Code No.	Title
3	RL588-RK3	"The Dumb Elephant"
3	RL593-RK3	"The Galapagos Sea Lions"
3	RL590-RK3	"The Outcast"
4	RL643-RU4	"Horace Greeley"
4	RL642-RU4	"Arctic Adventure"
4	RL626-RH4	"The Silent Killer That Stalks the Streets"
5	RL677-RU5	"The Vanished City"
5	RL676-RU5	"Profile of a Peace Corpsman"
5	RL674-RT5	"The Bridge at ANDAU"
6	RL724-RU6	"Sons of the Sun"
6	RL703-RH6	"A Killer is Born"
6	RL716-RR6	"Is Your Judgment Warped?"
7	RL757-RS7	"The Kās for Ezier Speling"
7	RL758-RS7	"An International Language"
7	RL740-RG7	"Most Popular Characters"
8	RL771-RA8	"Baseball's Noisy Man"
8	RL545-RU8	"The Sax Comes of Age"
8	RL545-RU8	"Alexander Hamilton"
9	RL780-RF9	"A Word to Moonstruck Poets"
9	RL781-RJ9	"Across the Sea of Stars"
9	RL554-RS9	"Out of the Caves"

5. Level Advancement Checks and Answer Keys

Each Level Advancement Selection has a corresponding Level Advancement Check. These tests are printed separately from the Level Advancement Selections. They must be retained by the instructor at all times.

a. Code Numbers

Code numbers for the Level Advancement Checks are identical with those found in the upper left-hand corner of the Level Advancement Selections.

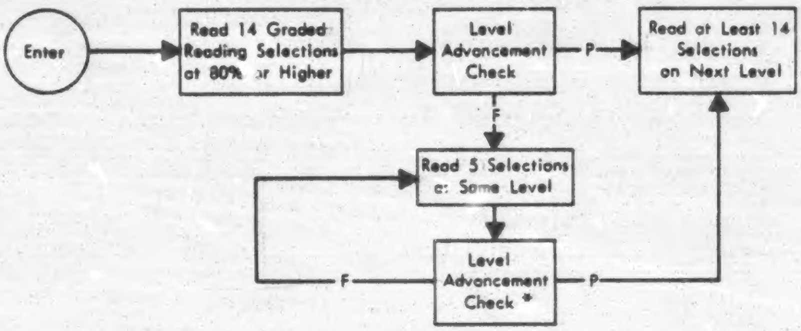
b. Description of the Checks

Each Level Advancement Check has 20 questions. The questions are designed to test both reading comprehension and vocabulary.

c. Answer Keys

Answer keys are provided for each of the 27 Level Advancement Checks. These answer keys are found in the Appendix.

6. Level Advancement Procedures for Graded Reading


Enter
Read 14 Graded Reading Selections at 80% or Higher
Level Advancement Check
P
Read at Least 14 Selections on Next Level
F
Read 5 Selections at Same Level
Level Advancement Check *
F
P

FLOW CHART V-1 — LEVEL ADVANCEMENT

Once a Corpsmember's level is determined, he must read at least 14 reading selections before advancement is possible. The following steps are employed for advancement:

- The Corpsmember reads 14 selections. These selections should include a variety of materials. For every five RL selections read, the Corpsmember should read one RP, one RD, and one RE (Section V, B).

  a) Progress Checks must be taken for each selection read.

  b) The Progress Checks for every fifth selection must be scored by the instructor and entered on the Reading Record Sheet. The instructor should initial these selections on the Reading Record Sheet. When scoring the fifth Progress Check, the instructor should also listen to the Corpsmembers read orally. To further check the trainee's progress, the instructor might ask additional questions on the selection. Some of the vocabulary items could also be included as an oral exercise.

*If Corpsmember fails all three tests, advance him to the next level and tutor him.

- After completing 14 selections with a score of 80 percent or higher on each Progress Check, the Corpsmember requests a Level Advancement Selection from the instructor.

- After reading the Level Advancement Selection, the Corpsmember takes the Level Advancement Check. The appropriate Level Advancement Check can be identified by the code number found in the upper left-hand corner of the Level Advancement Selection.

- The instructor scores the Level Advancement Check, using the Answer Keys in the Appendix. The score and Level Advancement Selection code number is recorded on the Reading Record Sheet.

  a) If the score is 80 percent or higher, the Corpsmember advances to the next higher Reading Level. His score is recorded on the Reading Placement and Progress Chart. For example, a Corpsmember reads the Level Advancement Selection RL588-RK3, "The Dumb Elephant", after successfully completing 14 selections at Level 3. He scores 90 percent on the Level Advancement Check. He is now placed on Graded Reading Level 4.

  b) If the score on the Level Advancement Check is less than 80 percent, the Corpsmember does not advance to the next higher level.

7. Procedures Used for Failure to Advance

The following procedures are used when the Corpsmember scores less than 80 percent on the Level Advancement Check.

a. Remedial Program

When the Corpsmember fails the first Level Advancement Check, the instructor should set up an individual remedial program. The Botel Reading Inventory and Speech-to-Print Phonics package should be used for this purpose. The instructor should be thoroughly familiar with the manuals for each of the components of this package. The components of the package are used in the following manner:

- Administer the Phonics Mastery Test* of the Botel Inventory to the Corpsmembers. This will reveal specific weaknesses in the Corpsmember's phonic repertory.

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*The Phonics Mastery Test is the only part of the Botel Reading Inventory used in the Job Corps Reading Program.

- Using the results of the Phonics Mastery Test, the instructor should administer the needed phonics exercises as outlined in the Manual of the Speech-to-Print Phonics Kit.

- The cards in the Speech-to-Print Phonics Kit may be used at the discretion of the instructor.

Grade levels referred to in this package must be converted to Job Corps Reading Levels (Section IV, A).

b. Additional Procedures

The Corpsmember reads a minimum of 5 additional selections at his present level. For example, a Corpsmember takes the Level Advancement Check RL643-RU4 "Horace Greeley" for Level 4. He scores 70 percent. He reads at least five more selections at Level 4.

When the Corpsmember has completed the 5 additional selections and attained an average score of 80 percent or higher on the Progress Checks, administer a second Level Advancement Selection and Level Advancement Check. Score the Level Advancement Check and record the score on the Reading Record Sheet.

- If the score is 80 percent or higher, advance the Corpsmember to the next higher level of Graded Reading.

- If the score is less than 80 percent, the Corpsmember fails to advance. In this case, continue the process using the following steps:

The Corpsmember then reads 5 more selections at his present level.

Upon successful completion of the 5 additional selections and Progress Checks (a score of 80 percent or higher), administer the third Level Advancement Selection and Level Advancement Check. Score the Level Advancement Check and record the score on the Reading Record Sheet.

- If the score is 80 percent or higher, advance the Corpsmember to the next higher level of Graded Reading. Indicate his score and new level on the Reading Placement and Progress Chart.

- If the score is less than 80 percent, advance the Corpsmember to the next higher level. The instructor must provide tutoring at this point.

8. Reading Progress Points in the Corpsman Advisory System System

a. Earning Reading Progress Points

Based on the Corpsman Advisory System, 9 Progress Points have been assigned to the Graded Reading Program. One Progress Point is awarded for successful completion of each of the 9 levels.

Progress Points are not awarded for the Level Advancement Checks used to place the Corpsmember into Graded Reading. Progress Points are awarded only after the Corpsmember has read at least 14 selections and passed a Level Advancement Check for one of the 9 levels. For example, if a Corpsmember places initially at Level 5, he may earn 5 Progress Points in Graded Reading, one for each level, 5 through 9.

b. Reporting Reading Progress Points

The Reading Progress Point should be noted on the Reading Placement and Progress Chart by placing a check mark in the appropriate box. The Reading Progress Point must also be reported to the Corpsman Advisor (Section VII, B).

9. Maintaining the Materials for Graded Reading

When a Corpsmember has completed a reading selection, and has taken and scored the accompanying Progress Check, both the selection and the Answer Key must be returned to their proper place. This is especially important in the case of SRA Reading Labs, which contain some 750 four-page selections. Mis-filed selections become unavailable for other Corpsmembers. The instructor should not spend time filing. The possible solutions are as follows:

- To assign an Instructor's Aide to do the re-shelving and re-filing on a part-time basis (Section VIII, D).
- To encourage each Corpsmember to re-file his own materials.

D. SUPPLEMENTARY MATERIALS

The following materials may be employed by the instructor to supplement Graded Reading.

1. Language Master

The Bell and Howell Language Master machine and approximately 600 Job Corps Language Master word cards are used primarily to increase the trainee's sight vocabulary. This material may be used with readers at any level.

Before using the Language Master, the instructor should be thoroughly familiar with the manual for the program. This manual contains directions for operating the machine and suggested exercises based on the Language Master cards.

To further increase the value of the package, 200 blank cards are provided with the material. Using these cards, the instructor can design additional material to supplement the reading program as indicated in the Language Master Instructor's Manual.

The Language Master program should not be used by a Corpsmember for more than 10 minutes per reading session.

2. EDL Controlled Reader Materials*

The materials in the EDL Controlled Reader package are used to increase speed, comprehension, and vocabulary. The package consists of the EDL Controlled Reader Jr. machine and the EDL Controlled Reader Study Guides and Filmstrips (Section V, B). Before using the machine and the materials, the instructor should be familiar with the EDL Controlled Reader Manual.

The stories from this material are used as regular weekly selections in Graded Reading and are listed in the Master Index under the appropriate levels. The stories are used without the machine until the Corpsmember has reached Level 6.

At Level 6 and above, the Corpsmember may use the Controlled Reader, Jr. and the filmstrips for rate-building purposes. The Corpsmember working with the filmstrips should try to attain a rate of 150 to 250 words per minute. In scheduling the Corpsmember on the Controlled Reader Jr., the instructor should use the following guidelines:

---

*For additional information on the use of Controlled Reader materials, see Section VI, Advanced Reading.

- No session on the machine should exceed 10 minutes
- No more than three sessions per week on the Controlled Reader, Jr.
- When working on reading rate, Corpsmember should work on materials two levels below their present reading level.

E. RECORD-KEEPING PROCEDURES FOR GRADED READING

1. Introduction

Records of progress in Graded Reading are maintained on 2 forms: the Reading Record Sheet and the Reading Placement and Progress Chart.

a. The Reading Record Sheet - RJRR1

Progress Checks, Level Advancement Checks, and Progress Points are recorded on the RJRR1. This form is maintained for the most part by the Corpsmember.

b. The Reading Placement and Progress Chart

Placement test scores, Level Advancement Checks, and Progress Points are recorded on this chart by the instructor.

2. The RJRR1

- Use one Reading Record Sheet for each Graded Reading Level the Corpsmember achieves.
- When a Corpsmember enters a new level, have him record his name, Social Security Number, Level Number, and the date at the top of the sheet. For example, if John Smith enters Graded Reading Level 4 on November 15, record the information as follows:

RJRR1

Name John Smith
SS No. 753-86-6637
Level or Book No. Level 4
Date of Entry November 15, 1966

- When the Corpsmember enters the classroom, he picks up his current Reading Record Sheet from the instructor. On this sheet he enters the date and the number of the selection he has chosen to read. For example, if John Smith chooses Selection RL655-RU4 on November 15, he records the information as follows:

Date	Selection or Unit Number	Test		Percent
		R	I	
11-15-66	RL644-RU4			

- When the Corpsmember completes the selection, and takes the Progress Check, he records the number right (R) and the number of items (I) in the text. Using the Percentage Table in the Appendix, he computes the score and records it. For example, if John Smith scores 8 right of 9 items on the Progress Check, his score is 89 percent; he records this information as follows:

11-15-66	RL644-RU4	8	9	89%

- No pass or fail is recorded on the Reading Record Sheet. The instructor uses the percentage score to determine if the Corpsmember should read additional selections. Before taking the Level Advancement Check, the Corpsmember must read 14 selections at 80 percent or higher.

- When administering a Level Advancement Selection, enter the date and the code number of the selection.

- When the Corpsmember has finished the Level Advancement Selection, give him the corresponding Level Advancement Check. Score it, record the score, and initial the entry. For example, if John Smith reads Level Advancement Selection RL626-RU4 on November 25, scores 18 items right, achieves 90 percent, record the information as follows:

11-25-66	RL626-RU4	18	20	90%

NOTE: If he passes the Level Advancement Check, record the date passed on his Reading Placement and Progress Chart. If he achieves a Progress Point, record it on the Reading Placement and Progress Chart; report it on JC Form 511 to the Corpsman Advisor. (See Section VII, Records and Reports, Part C-2 for instructions on how to use the Reading Placement and Progress Chart.

SECTION VI

ADVANCED READING

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SECTION VI

ADVANCED READING

A. INTRODUCTION

Corpsmembers may enter Advanced Reading either by initial placement or by completing Level 9 of Graded Reading. To make the Advanced Reading Program of optimum value to the Corpsmember, the instructor must see that all materials are used.

B. PLACEMENT INTO THE ADVANCED READING PROGRAM

Corpsmembers are placed in Advanced Reading in one of two ways:

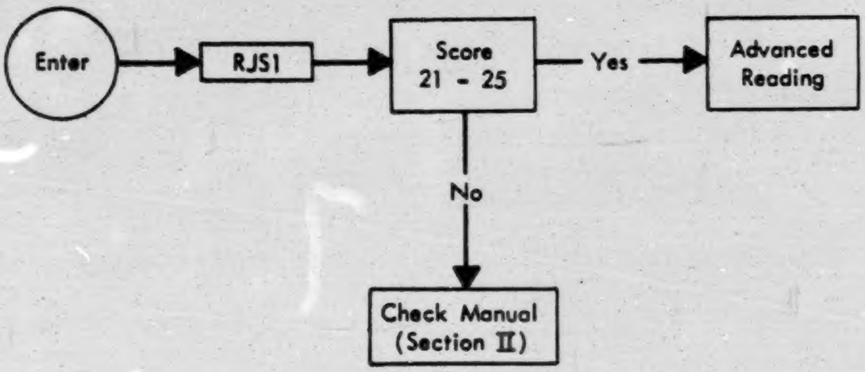
- By scoring 21 to 25 on the RJS1
- By successfully completing Graded Reading Level 9.

C. LISTING OF THE ADVANCED READING MATERIALS

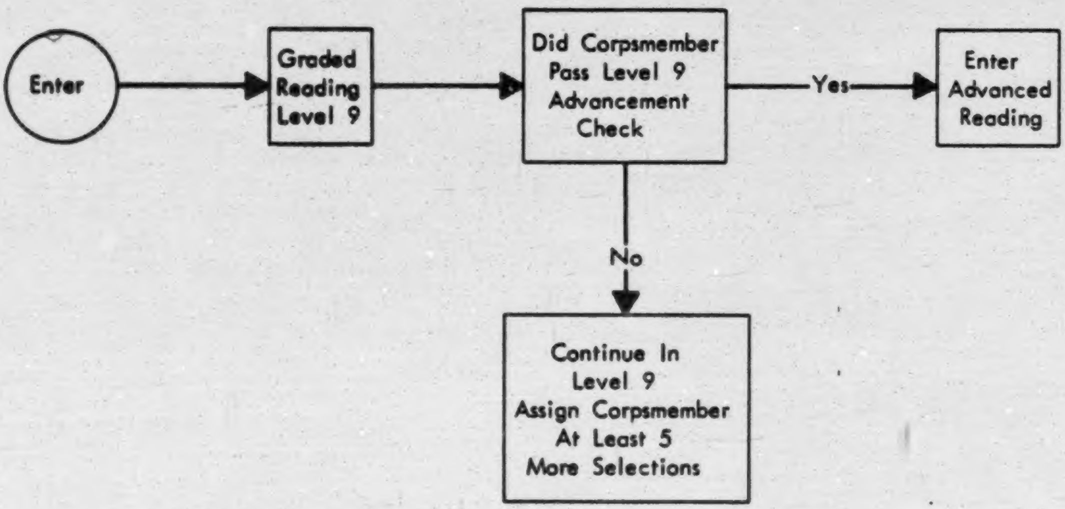
The following materials compose the Advanced Reading Program:

1. Materials for the Corpsmembers

- SRA Reading Laboratory IVa (RL900)
- Better Reading, Books 1 - 3 (RU001-RU003)
- Reading Progress Folder for Better Reading (RU004)
- EDL Controlled Reader Jr. (RE001)
- Controlled Reader Study Guides - 10 Volumes (RE019-RE028)
- EDL Controlled Reader Filmstrips - 11 sets (RE002-RE012)
- Library Books


Enter
RJS1
Score 21 - 25
Yes
Advanced Reading
No
Check Manual (Section II)

FLOW CHART VI-1—ADVANCED READING


Enter
Graded Reading Level 9
Did Corpsmember Pass Level 9 Advancement Check
Yes
Enter Advanced Reading
No
Continue In Level 9 Assign Corpsmember At Least 5 More Selections

FLOW CHART VI-2—ADVANCED READING

2. Materials for the Instructor

- Instructor's Guide for Better Reading (RU005)
- EDL Controlled Reading Manual

D. DESCRIPTION AND USE OF THE SRA READING LABORATORY IVa

1. Instructor's Checklist for Orientation of Corpsmembers

When the Corpsmember enters Advanced Reading, the instructor must conduct orientation for the Advanced Reading Program. Orientation should be conducted on an individual basis. The following checklist should be used to see that each aspect of Advanced Reading is covered:

- Show the Corpsmember all material available in the Advanced Reading Program (Section VI, C)
- Give the Corpsmember a Reading Record Sheet (Revised RJRR1)
- Explain the Reading Record Sheet
- Explain the Progress Check
- Explain the Answer Keys for the Progress Checks.
- Explain the Level Advancement Check.

Keep a close check on the Corpsmember's first assignments to be sure that he understands the procedures.

2. Procedure for Using SRA Reading Laboratory IVa

The SRA Reading Laboratory IVa is divided into seven color-coded levels. There are 2 types of reading material in the Laboratory -- Power Builders and Rate Builders. There are 20 Power Builders for each color level. Progress Checks are printed with each Power Builder selection. Answer Keys are located on the right hand side of the Reading Laboratory on color-coded cardboard strips.

Corpsmembers entering Advanced Reading should begin reading selections from the SRA Reading Laboratory IVa at the first (Orange) level. The selections read should be Power Builders. The Placement Test that accompanies the SRA Reading Laboratory is not used in the Advanced Reading Program. To complete work at one level of Advanced Reading the Corpsmember must read at least 7 selections and take a Level Advancement Check.

The Corpsmember performs the following steps in reading each of the seven selections:

- Chooses a selection from his color level
- Reads the selection
- Records the date on which he reads the selection under the date column on the Reading Record Sheet (RJRR1)
- Records the color and code number under the column entitled Selection or Unit Number on the Reading Record Sheet
- Takes the Progress Check following the selection. The Corpsmember writes his answers on a separate piece of paper
- Scores the Progress Check
- Records the number of items correct under the (R) column on the Reading Record Sheet
- Records the total number of items on the Progress Check under the (I) column on the Reading Record Sheet
- Determines the percent score by using the Percentage Table in the Appendix. A score of 80 percent or higher is passing.

3. Progress Checks

a. Administration of Progress Checks

The Progress Checks for the SRA Reading Laboratory IVa Power Builders follow the selections. There are two sections included in each Progress Check:

- "How Well Did You Read?"
- "Learn About Words."

NOTE: Selections on which the Corpsmember scores less than 80 percent on the Progress Check do not count toward the 7 selections which must be read before level advancement is possible.

b. Scoring of Progress Checks

The Corpsmember should use the Answer Keys found in the SRA Reading Laboratory IVa box to score his Progress Check.

4. Level Advancement Selections and Level Advancement Checks

Two Power Builders from each of the seven color levels in the SRA Reading Laboratory IVa have been designated as Level Advancement Selections.* The Progress Checks for the selections are used as Advanced Reading Level Advancement Checks.

REMOVE THESE SELECTIONS AND THE CORRESPONDING ANSWER KEYS FROM THE SRA READING LABORATORY. RETAIN CONTROL OF THEM AT ALL TIMES.

---

* There may be two copies of the selections from the Orange level. All copies of all the Level Advancement Selections must be controlled.

LEVEL ADVANCEMENT SELECTIONS

Title	Color & Code	
"Thirty Seconds Over Tokyo"	Orange	15
"Underwater Rescue"	Orange	18
"Teddy and the Tramp"	Olive	5
"Dawson: The City of Gold"	Olive	7
"The Hunters and the Hunted"	Blue	5
"The Great Houdini"	Blue	10
"English for Americans"	Red	6
"She Ran the White House"	Red	8
"The Problems of Water"	Aqua	13
"On Nuclear Energy"	Aqua	17
"The World of Alexander the Great"	Tan	11
"From Smiles to Tears"	Tan	15
"The Esthetics of Plenty"	Purple	3
"Radiation Safety and Security"	Purple	4

5. Level Advancement Procedure for Advanced Reading

A Corpsmember in Advanced Reading must read at least 7 selections before advancement is possible. The following steps are employed for advancement:

- The Corpsmember reads 7 selections from the SRA Reading Laboratory IVa.

- After completing 7 selections and scoring 80 percent or higher on the Progress Checks, the Corpsmember requests a Level Advancement Selection from the instructor.

- After reading the Level Advancement Selection, the Corpsmember takes the Level Advancement Check which follows the selection. He answers both sections, "How Well Did You Read?" and "Learn About Words".

- The instructor scores the Level Advancement Check, using the appropriate Answer Key. The score and Level Advancement Selection color and code number are recorded on the Reading Record Sheet.

  a) If the score is 80 percent or higher, the Corpsmember advances to the next higher color level.

  b) If the score is less than 80 percent, the Corpsmember does not advance to the next higher color level.

6. Procedures Used for Failure to Advance

The following procedures are used when the Corpsmember scores less than 80 percent on the Level Advancement Check:

- The Corpsmember reads 5 additional selections in his present level. He must average at least 80 percent on the Progress Checks for these 5 selections.

- Upon completion of the 5 additional selections, he is given a second Level Advancement Selection and Level Advancement Check.

- The instructor scores the Level Advancement Check and records the score on the Reading Record Sheet.

  a) If the score is 80 percent or higher, the Corpsmember advances to the next higher color level of Advanced Reading.

  b) If the score is less than 80 percent, the Corpsmember does not advance.

- Upon failure to advance following the second Level Advancement Check, the Corpsmember reads any remaining selections in his present color level, then advances to the next color level. No Level Advancement Check is administered.

7. Reading Progress Points in the Corpsmember Advisory System

a. Earning Reading Progress Points

Based on the Corpsmember Advisory System, three Progress Points have been assigned to the Advanced Reading Program. One Progress Point is awarded at each of the following points in the program. Upon completion of:

• Orange & Olive	1 Progress Point
• Blue, Red & Aqua	1 Progress Point
• Tan & Purple	1 Progress Point

b. Reporting Progress Points

The Reading Progress Point should be recorded on the Reading Placement and Progress Chart by placing a check mark in the appropriate box.

The Reading Progress Point must also be reported to the Corpsmember's Advisor on the J C Form 511 (Section VII, B).

E. DESCRIPTIONS AND USE OF THE ADDITIONAL ADVANCED READING MATERIALS

The following information provides the instructor with guidelines for using the materials other than the SRA Reading Laboratory IVa. For complete directions for these materials, the instructor should refer to the publishers' manuals.

1. The EDL Materials

The EDL Controlled Reader materials contain three components:

- EDL Study Guides
- EDL Controlled Reader Filmstrips
- EDL Controlled Reader Jr. (Film Projector)

The EDL Study Guide previews the selection in the filmstrip. The selection is then presented on the filmstrip at an adjustable word-per-minute rate. Comprehension checks, answer keys, and record sheets for the filmed material are in the EDL Study Guides. Detailed instructions for the use of these materials are in the EDL Controlled Reader Manual.

The purpose of the EDL materials is to improve comprehension, reading speed, and vocabulary. The Corpsmember should try to attain a speed of approximately 150 to 250 words per minute.

When using the Controlled Reader Jr. for reading rate improvement, Corpsmembers should be assigned to materials two levels below their present Job Corps reading levels. Use the Master Index to select appropriate selections from the Study Guide.

Instructions for use of the EDL materials are printed in the front of each Study Guide. After the Corpsmember has been assigned to one of the Study Guides, go over these instructions with him. These instructions direct the Corpsmember through the following components of the program:

- The preview of the selection
- The programmed materials on vocabulary items
- The EDL Controlled Reader Jr. and appropriate filmstrip
- The comprehension check
- The scoring of the comprehension check

- The recording of the percentage score and reading rate on the Progress Chart.

In scheduling Corpsmembers for the EDL materials, the instructor should observe the following guidelines:

- No session on the Controlled Reader Jr. should exceed 10 minutes.

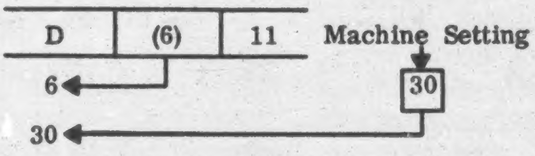
- The Controlled Reader Jr. should be used approximately three times a week.

The Corpsmember's improvement in reading skill is measured by his reading rate, his comprehension score, and his reading index score. These scores are recorded on the Progress Chart found in the back of each Study Guide. The computation of these scores is as follows:

- Reading Rate

  a) Take the number in parentheses from the film code and multiply this number times the setting on the machine.

  For example,



  180 Words per minute = Reading Rate

  b) Enter the reading rate on the Progress Chart in the back of the Study Guide.

- Comprehension Score

  a) The comprehension score is the percentage score on the comprehension check.

  For example,

  $\frac{8 = \text{number right}}{10 = \text{number items}}$ 80% = Comprehension score.

b) Enter the comprehension score on the Progress Chart.

- Index Score

  a) Multiply the reading rate by the comprehension score.

  For example,

  .80 x 160 = 128 = Index Score.

  b) Enter the index score on the Progress Chart.

2. Better Reading Books

The Better Reading Books are three hardback books published by SRA. Each book contains 20 selections. Each selection is followed by a comprehension check and a vocabulary check. The Progress Folder (RU004) contains the answers for each selection.

The purpose of the Better Reading series is to increase reading rate and comprehension. Procedural instructions for use of the Better Reading materials are found in the front of each book. The instructor should use the following outline to guide Corpsmembers working in this material:

- Assign the Corpsmember practice reading from newspapers and magazines to increase reading rate and comprehension. These outside readings are recorded by the Corpsmember in the Progress Folder. (RU004).

- The Corpsmember beginning work in the Better Reading materials should be placed in Book 1.

- Assign a selection in the Better Reading Book and time the Corpsmember. To find the average number of words per minute, check the Reading Rate Chart in the back of each book.

- Administer the reading comprehension and vocabulary checks which follow each selection. The Corpsmember uses the Progress Folder to find his score on the comprehension and vocabulary checks and records his program.

3. Library Books

Each center is provided with a library. The books in the library are an important component of the Advanced Reading Program.

In guiding the Corpsmembers' library use, the instructor should recommend books to the Corpsmember and then discuss the selections with him individually.

The instructor can also use library books for group activities. A reading club, with scheduled activities such as discussions of a particular book or topic, may be used to motivate the Advanced Readers.

SECTION VII

RECORDS AND REPORTS

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SECTION VII

RECORDS AND REPORTS

A. INTRODUCTION

1. Records

The progress of a Corpsmember through the entire Reading Program is measured by Unit Tests, Progress Checks, and Level Advancement Checks. A record folder should be maintained for each Corpsmember. It should contain:

- the Reading Record Sheet, RJRR1
- the Reading Placement and Progress Chart.

The RJRR1 records each step of a Corpsmember's progress through the Reading Program. The Reading Placement and Progress Chart indicates the Corpsmember's placement in the Reading Program and summarizes his progress through it.

2. Reports

Of the data mentioned above, only Progress Points are reported to Job Corps Headquarters. Report Progress Points on the Corpsman Advisory Event Report, Job Corps Form 511.

B. REPORTING PROGRESS POINTS

1. Description of JC Form 511

Progress Points are reported on Job Corps Form 511. This form is a single copy, data processing card.

> NOTE: It is essential that the Reading Instructor be familiar with the Corpsman Advisory System. He should reread the Handbook for Corpsman Advisors and the Implementation Brochure for the Corpsman Advisor Coordinator.

JC Form 511 replaces the Job Corps Event Report (501) for event reporting. Test scores on the Reading Placement Tests (RH026, RJS1, RJLP1, and

RJUP1) are no longer reported, but are recorded on the Reading Placement and Progress Chart.

2. Preparation of JC Form 511

When a Corpsmember passes a Progress Point, the instructor will complete JC Form 511, the Corpsman Advisory Event Report. The Form is to be filled out on the day that the Progress Point is passed. To complete the Form 511, fill in the following information:

Name of Corpsmember

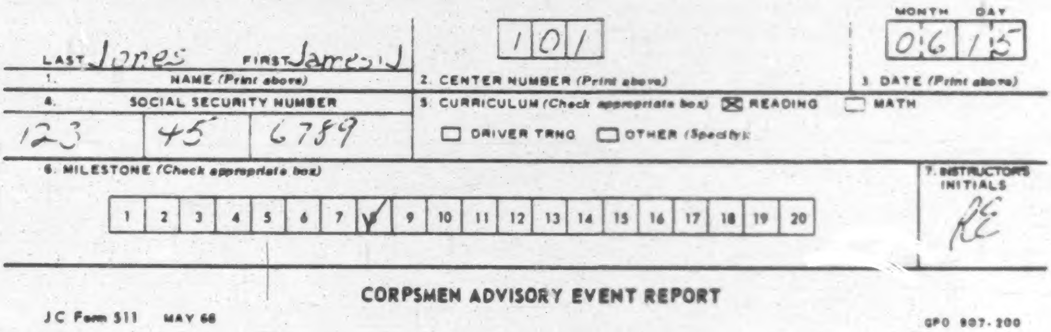
Center #

Date of Event
(This is the date the Corpsmember passed the progress point)

Social Security # of Corpsmember

Curriculum
(This is the course of instruction in which the progress point is passed)

In the following example, James Jones of Center #101 passed Progress Point 8 in reading on 15 June 1966. Place a check in the box that corresponds to the Progress Point passed by the Corpsmember and initial the card. Only one event is to be reported on a single JC Form 511.



LAST Jones FIRST James J
1. NAME (Print above)

101
2. CENTER NUMBER (Print above)

MONTH 06 DAY 15
3. DATE (Print above)

4. SOCIAL SECURITY NUMBER
123 45 6789

5. CURRICULUM (Check appropriate box) ☒ READING ☐ MATH
☐ DRIVER TRNG ☐ OTHER (Specify):

6. MILESTONE (Check appropriate box)
1 2 3 4 5 6 7 ✓8 9 10 11 12 13 14 15 16 17 18 19 20

7. INSTRUCTORS INITIALS
RE

CORPSMEN ADVISORY EVENT REPORT

JC Form 511 MAY 66

GPO 907-200

3. Disposition of JC Form 511

- Form 511 is completed by the Reading Instructor on the same day a Corpsmember passes a Progress Point.
- The Instructor notifies the Corpsman Advisor of each Corpsmember who passes a Progress Point.

READING PROGRESS POINT TABLE

Milestone*	Reading Curriculum	Progress Points Earned
1	Pre-Reading Program	1
2	Books 1 and 2	1
3	Books 3 and 4	1
4	Books 5 and 6	1
5	Books 7 and 8	1
6	Books 9 and 10	1
7	Book 11	1
8	Books 12, 13, and 14	1
9	Job Corps Reading Level 1	1
10	Job Corps Reading Level 2	1
11	Job Corps Reading Level 3	1
12	Job Corps Reading Level 4	1
13	Job Corps Reading Level 5	1
14	Job Corps Reading Level 6	1

*For use in completing Corpsman Advisory Event Report (JC Form 511)

READING PROGRESS REPORT TABLE (CONTINUED)

Milestone	Reading Curriculum	Progress Points Earned
15	Job Corps Reading Level 7	1
16	Job Corps Reading Level 8	1
17	Job Corps Reading Level 9	1
	Bonus for completing the Graded Reading Program*	3
18	Advanced Reading, Levels 1 and 2	1
19	Advanced Reading, Levels 3, 4, and 5	1
20	Advanced Reading, Levels 6 and 7	1
		23

*The 3 bonus points are not reported on Corpsman Advisory Event Report (JC Form 511).

NOTE: The Corpsmember receives a Progress Point for passing each Milestone in the Reading Program, and three Bonus Points for completing the Graded Reading Program. If a Corpsmember is placed into the last Programmed Reading book in a Milestone, he receives the Progress Point when he completes that book.

C. RECORDING TEST DATA

1. The Reading Record Sheet, RJRR1

a. Record the following information on the RJRR1:

- For Beginning Reading, the End-of-Book (Unit) Test scores

Name James Jones

SS No. 123-45-6789

Level or Book No.

Date of Entry

READING RECORD SHEET

Date	Selection or Unit Number	Test		Percent
		R	I	

R = Right; I = number of Items in test

READING RECORD SHEET

- For Graded Reading, all Progress Check scores and Level Advancement Check scores

- For Advanced Reading, all Progress Check scores and Level Advancement Check scores.

b. Using RJRR1 in Beginning Reading

When a Corpsmember enters the classroom, he picks up his RJRR1. He records his name and Social Security Number. (See preceding page.)

When a Corpsmember takes an End-of-Book Test, the Instructor records the date and the score (R, number right). If a Corpsmember's score is 35 - 50, he passes. Record the score on the RJRR1, and on the Reading Placement and Progress Chart.

> For Example, if John Smith takes the End-of-Book Test for Book 8 on October 11, and scores 43, thus passing, record the information as follows:

Date	Selection or Unit	Test		Percent
		R	I	
10/11/66	END-OF-BOOK TEST, BOOK 8	43		

NOTE: If a Corpsmember takes an End-of-Book Test more than once before passing it, record all the data for each trial on RJRR1. Record only passing scores on the Reading Placement and Progress Chart.

Record the Progress Point on the Reading Placement and Progress Chart. Also, report the Progress Point on JC Form 511.

c. Using RJRR1 in Graded and Advanced Reading

- Keep a Reading Record Sheet for each Graded Reading Level.

- When a Corpsmember enters a new level, have him record his name, Social Security Number, Level Number, and date at the top of the sheet. For example, if John Smith enters Graded Reading Level 4 on November 15, he records the information as follows:

Name JOHN SMITH SS No. 123-45-6789

Level or Book No. G.R. LEVEL 4 Date of Entry 11/15/66

- When the Corpsmember enters the classroom, he picks up his current Reading Record Sheet from the Instructor. On this sheet, he enters the date and the number of the selection he has chosen to read. For example, if John Smith chooses Selection RL644-RU4 on November 15, he records the information as follows:

Date	Selection or Unit Number	Test		Percent
		R	I	
11/15/66	RL 644-RU4			

- When the Corpsmember completes the selection, and takes the Progress Check, he records the number right (R) and the number of items (I) in the test. Using the Percentage Table in the Appendix, he computes the score and records it. For example, if John Smith gets 8 out of 9 items right on the Progress Check, his score is 89 percent; he records this information as follows:

Date	Selection or Unit Number	Test		Percent
		R	I	
11/15/66	RL 644-RU4	8	9	89

- If the score is 80 percent or above, the Corpsmember passes.

- When administering a Level Advancement Selection, enter the date and the code number of the selection and the letters "L.A.C." for Level Advancement Check.

- When the Corpsmember has finished the Level Advancement Selection, give him the corresponding Level Advancement Check. Score it, record the score, and initial the entry. For example, if John Smith reads Level Advancement Selection RL626-RU4 on November 25, gets 18 of the items right, he passes with a score of 90 percent. Record the information as follows:

Date	Selection or Unit Number	Test		Percent
		R	I	
11/25/66	RL 626-RU4 LAC	18	20	90

If he passes the Level Advancement Check, record the data on his Reading Placement and Progress Chart. If he earns a Progress Point, record it on the Reading Placement and Progress Chart; report it on JC Form 511.

2. The Reading Placement and Progress Chart

a. Introduction

The Reading Placement and Progress Chart indicates a Corpsmember's Placement into the Reading Program and summarizes his progress through it. Keep one chart for each Corpsmember.

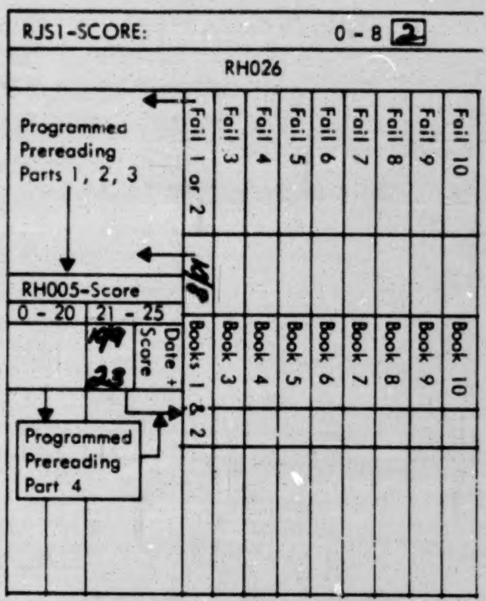
b. Using the Chart in Beginning Reading

- On the top line, enter the Corpsmember's name, Social Security Number, and the date he entered the program.

- Enter his score on the RJS1 line in the box for the appropriate score range and record the date next to it. For example, if John Smith takes the RJS1 on October 1 and scores 7, enter his score as follows:

RJS1-Score: 4/1/68 0 - 8 7	9 - 14 ☐	15 - 20 ☐	21 - 25 ☐
RH026	RJLP1 ☐ ☐	RJUP1 ☐	Advanced Reading

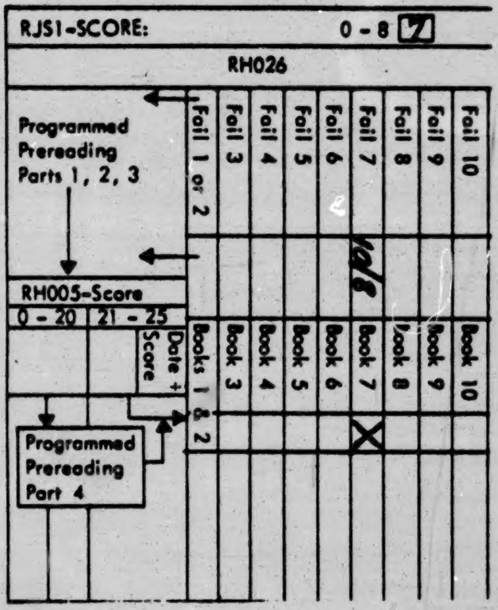
3) Enter the RH005 score and the date the test is taken in the box under the appropriate score range. If the Corpsmember fails Test 1 of the RH026, he goes into Parts 1, 2, and 3 of Programmed Pre-Reading. He then takes the RH005. For example, on October 8, Jack Jones scores 2 on the RJS1, but fails Test 1 of RH026. He takes the RH005 on October 9 and scores 23, enter the score and date as follows:


RJS1-SCORE:
0 - 8
2
RH026
Programmed Prereading Parts 1, 2, 3
Fail 1 or 2
Fail 3
Fail 4
Fail 5
Fail 6
Fail 7
Fail 8
Fail 9
Fail 10
10/8
RH005-Score
0 - 20
21 - 25
10/9
23
Date + Score
Books 1 & 2
Book 3
Book 4
Book 5
Book 6
Book 7
Book 8
Book 9
Book 10
Programmed Prereading Part 4

NOTE: If Jack Jones had scored 0 to 20 on the RH005, he would be placed in Programmed Prereading part 4. When he finishes part 4, he takes RH005 again. His score is entered on the chart. If he scores 0 - 20 on the retake, he is given supplementary exercises and then placed in Book 1. If he scores 20 - 25, he is placed directly into Book 1.

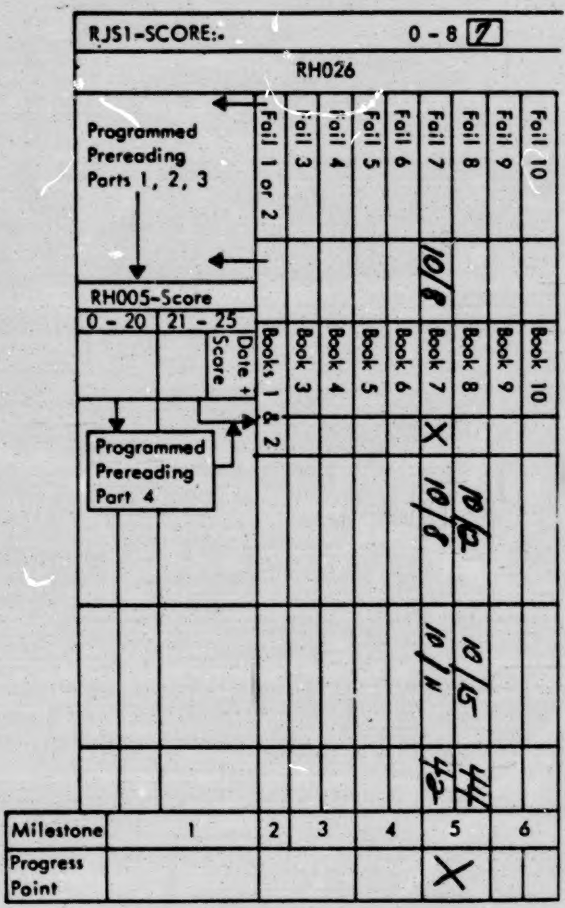
- Enter the date the RH026 is taken beside the level failed.

- Mark with an X the Programmed Reading Book into which the Corpsmember is placed. For example, John Smith scores 7 on the RJS1 on October 7, takes the RH026 on October 8 and fails Test 7. He is placed into Book 7 on the same day. Indicate placement as follows:


RJS1-SCORE:
0 - 8
7
RH026
Programmed Prereading Parts 1, 2, 3
Fail 1 or 2
Fail 3
Fail 4
Fail 5
Fail 6
Fail 7
Fail 8
Fail 9
Fail 10
10/8
RH005-Score
0 - 20
21 - 25
Date + Score
Books 1 & 2
Book 3
Book 4
Book 5
Book 6
Book 7
Book 8
Book 9
Book 10
X
Programmed Prereading Part 4

- For End-of-Book tests enter the score and date passed in the appropriate column.

- Indicate Progress Points earned by placing an X in the appropriate box. For example, John Smith takes the End-of-Book Test for Book 7 on October 11 and passes with a score of 42. On the next day, October 12, he is placed in Book 8. On October 15 he takes the End-of-Book Test and passes with a 44. He thus earns a Progress Point for completing Milestone 5.



RJS1-SCORE:. 0 - 8 7

RH026

Programmed Prereading Parts 1, 2, 3

Foil 1 or 2 | Foil 3 | Foil 4 | Foil 5 | Foil 6 | Foil 7 | Foil 8 | Foil 9 | Foil 10

Foil 7: 10/8

RH005-Score

0 - 20 | 21 - 25

Date + Score

Books 1 & 2 | Book 3 | Book 4 | Book 5 | Book 6 | Book 7 | Book 8 | Book 9 | Book 10

Book 7: X

Programmed Prereading Part 4

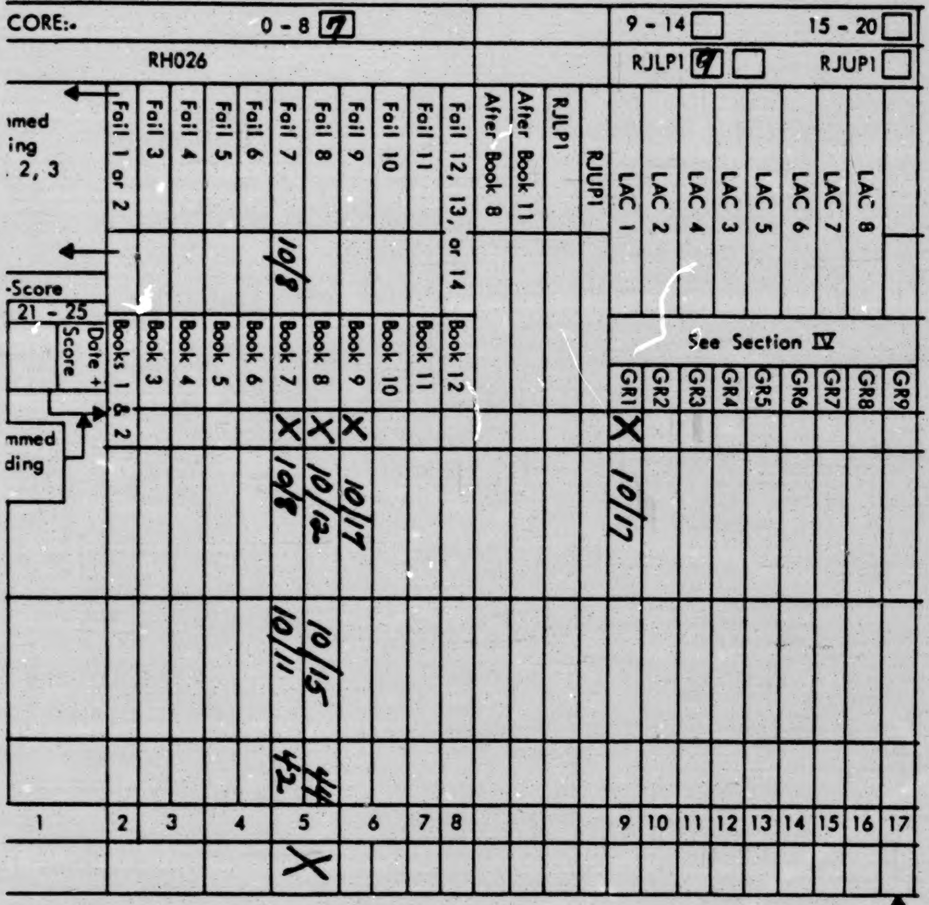
Book 7: 10/8 | 10/11 | 42

Book 8: 10/12 | 10/15 | 44

Milestone	1	2	3	4	5	6
Progress Point					X	

- Administer the RJLP1 upon completion of Book 8 (if the RJLP1 is failed after Book 8 administer again after Book 11) and enter score in appropriate box.

- Consult Section IV, C for placement. For example, on October 17, John Smith scores 9 on the RJLP1, and is placed 1/2 time in Graded Reading Level 1 and 1/2 time in Books 9, 10, and 11.



CORE:- 0 - 8 [9] 9 - 14 ☐ 15 - 20 ☐

RH026 RJLP1 [9] ☐ RJUP1 ☐

ımed
ing
. 2, 3

-Score
21 - 25

mmed
ding

	Fail 1 or 2	Fail 3	Fail 4	Fail 5	Fail 6	Fail 7	Fail 8	Fail 9	Fail 10	Fail 11	Fail 12, 13, or 14	After Book 8	After Book 11	RJLP1	RJUP1	LAC 1	LAC 2	LAC 4	LAC 3	LAC 5	LAC 6	LAC 7	LAC 8	
						10/8																		
																See Section IV								
Date + Score	Books 1 & 2	Book 3	Book 4	Book 5	Book 6	Book 7	Book 8	Book 9	Book 10	Book 11	Book 12					GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9
						X	X	X								X								
						10/8	10/12	10/17								10/17								
						10/11	10/15																	
						42	44																	
1	2	3		4		5		6		7	8					9	10	11	12	13	14	15	16	17
						X																		

NOTE: Upon completion of Book 11, John Smith would be placed in Graded Reading full time.

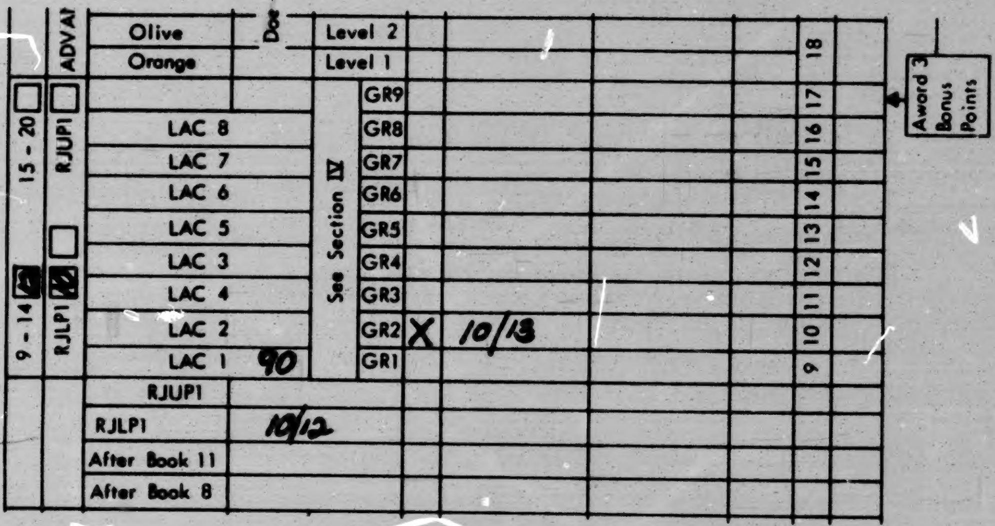
Awarc
Bonus
Points

c. **Using the Chart in Graded Reading**

A score of 9 to 20 on the RJS1 indicates whether the RJLP1 or the RJUP1 is given to the Corpsmember. The following guidelines should be used when entering the score on the RJLP1 or RJUP1.

- Enter the score on RJLP1 or RJUP1 in the box under the appropriate score range, and the date in the appropriate column.

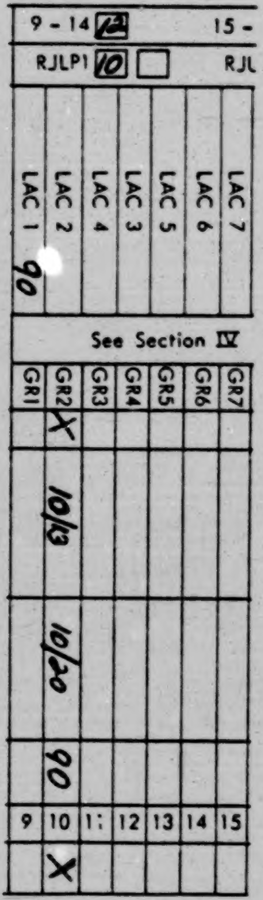
- Mark with an X the Graded Reading Level into which the Corpsmember is placed, and record the date of placement in the date column. For example, since Jim Doe's score on the RJS1 was 12, he takes the RJLP1. He took the RJLP1 on October 12 and scored 10. On October 13 he passed the Level Advancement Check with a 90 percent, and passed the Oral Reading Check, and was thus placed in Graded Reading Level 2.



	ADVA	Olive	Doe	Level 2				18	
		Orange		Level 1					
15 - 20 ☐	RJUP1 ☐		See Section IV	GR9				17	← Award 3 Bonus Points
		LAC 8		GR8				16	
		LAC 7		GR7				15	
		LAC 6		GR6				14	
		LAC 5		GR5				13	
9 - 14 ☒	RJLP1 ☒	LAC 3		GR4				12	
		LAC 4		GR3				11	
		LAC 2		GR2	X	10/13		10	
		LAC 1 90		GR1				9	
		RJUP1							
		RJLP1	10/12						
		After Book 11							
		After Book 8							

- Enter the score on a passed Level Advancement Check in the column for that Level, and the date of advancement in the date column.

- On the bottom line, mark with an X the Progress Point earned for completing a Graded Reading Level. For example, Jim Doe takes a Level Advancement Check for Graded Reading Level 2 on October 15. He passes with a score of 90 percent and earns a Progress Point.



9 - 14 12 15 -

RJLP1 10 ☐ RJL

LAC 1	LAC 2	LAC 4	LAC 3	LAC 5	LAC 6	LAC 7
90						
See Section IV						
GR1	GR2	GR3	GR4	GR5	GR6	GR7
	X					
	10/13					
	10/20					
	90					
9	10	11	12	13	14	15
	X					

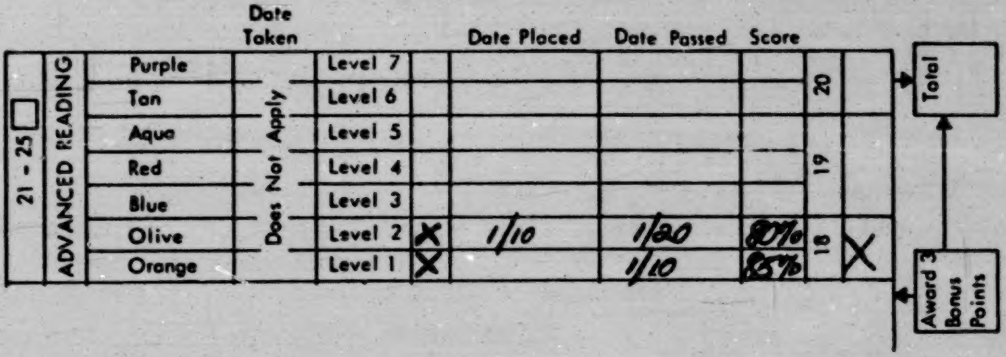
NOTE: Record only passed Level Advancement Check scores on the Chart. Record all Level Advancement Check scores on the RJRR1.

d. Using the Chart for Advanced Reading

A score of 21 to 25 on the RJS1 indicates placement into Advanced Reading Level 1 (Orange).

- Enter the score on a passed Level Advancement Check in the column for that Level, and the date of advancement in the date column. For example, on January 8 Bill Black scores 23 on the RJS1. He then reads 7 selections from Level 1 and on January 15 takes the Level Advancement Check for Advanced Reading Level 1 and passes with a score of 85 percent. After reading 7 selections from Level 2, he takes the Level Advancement Check for Level 2 on January 20. He passes with an 80 percent. Levels 1 and 2 comprise Milestone 18, so he has earned a Progress Point.

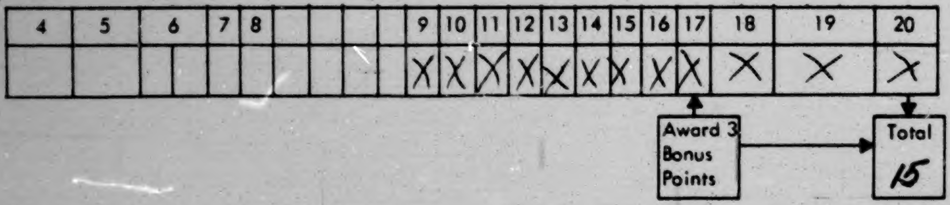
Name BILL BLACK
SS No. 123 - 45 - 6789
Date of RJS1 JAN. 8
Date of Exit



			Date Taken			Date Placed	Date Passed	Score		
21 - 25 ☐	ADVANCED READING	Purple	Does Not Apply	Level 7					20	
		Tan		Level 6						
		Aqua		Level 5					19	
		Red		Level 4						
		Blue		Level 3						
		Olive		Level 2	X	1/10	1/20	80%	18	X
		Orange		Level 1	X		1/10	85%		

Total
Award 3 Bonus Points

- Enter the total number of Progress Points earned in completing the Reading Program. Count the number of X's in the Progress Point row, add the Bonus 3 for completing the Graded Reading Program, and enter the total in the last box in the row. For example, if John Smith starts the Reading Program in Graded Reading in Level 1, he would earn 12 Progress Points in the course of the Reading Program, and 3 Bonus Points for completing Graded Reading. Enter the 15 Progress Points as follows:


4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
Award 3 Bonus Points
Total
15

- If there is no more room for scores, staple a second copy of the Reading Placement and Progress Chart to the original one and continue the record on the second copy.

- Level Advancement Checks should be kept with the Reading Placement and Progress Chart.

SECTION VIII

ADMINISTRATIVE GUIDELINES

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B. SCHEDULING PROCEDURES VIII-1

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C. ORAL READING CHECKS VIII-1

1. Use of Oral Reading Checks VIII-1
2. Evaluation of Oral Reading Checks VIII-2

D. INSTRUCTOR AIDES VIII-2

E. DISPLAY MATERIALS VIII-3

SECTION VIII

ADMINISTRATIVE GUIDELINES

A. CLASS SIZE FOR BEGINNING AND GRADED READING CLASSES

When a Beginning Reading Class is conducted by one instructor, it should not exceed 10 Corpsmembers. In Graded and Advanced Reading, classes may contain 12 to 15 Corpsmembers.

With the use of Instructor Aides, class size can be increased, depending upon the number and capability of the aides. (Section VIII, D).

B. SCHEDULING PROCEDURES

1. Scheduling Procedures for Corpsmembers in Beginning Reading

(Section III, E).

2. Scheduling Procedures for Corpsmembers in Graded Reading

- Corpsmembers in Graded or Advanced Reading may be scheduled for one reading session for each day spent in education.
- One reading session should not exceed 60 minutes.

C. ORAL READING CHECKS

1. Use of Oral Reading Checks

In addition to using the Oral Reading Check to confirm placement (Section IV, F), the Oral Reading Check may be used by the instructor to maintain close supervision of Corpsmembers who demonstrate difficulty with the Graded Reading Program. An Oral Reading Check may be administered in conjunction with every 5th Progress Check.

2. Evaluation of Oral Reading Checks

Have the Corpsmember read several paragraphs aloud. Use the following criteria to evaluate his performance:

a. Quality of the Reading

If the Corpsmember reads slowly with long pauses between words, this is probably an indication that the material is too difficult.

b. Vocabulary Recognition

If the Corpsmember does not recognize or misreads many words (enough to indicate that he would have difficulty in comprehending the selection), then the material is too difficult for him.

c. Comprehension

The Corpsmember should be able to answer, in his own words, questions asked by the instructor on the paragraphs read.

Any trainee who has difficulty on Oral Reading Checks should have special assistance from the instructor or an Instructor Aide.

D. INSTRUCTOR AIDES

For both Beginning Reading and Graded Reading classes, the use of Corpsmembers as Instructor Aides is encouraged. This job may be used as additional experience for Corpsmembers who progress rapidly through the Reading Program. Assistance from Instructor Aides will free the instructor from certain routine tasks.

The following is a list of duties suitable for Instructor Aides:

- Acquainting new students with the procedures of the Reading Program.
- Scoring Progress Checks.
- Filing the Corpsmembers' Reading Record Sheets.
- Filing reading selections in the SRA Reading Laboratory.

- Checking materials filed by the Corpsmembers to maintain order.

- Assisting Corpsmembers in Beginning and Graded Reading with oral reading.

The time of the Instructor Aide should be divided between assisting the instructor and working in the Reading Program at his own level. For example, a Corpsmember in Advanced Reading who acts as an Instructor Aide should spend more than half of his class time working on Advanced Reading Selections.

E. DISPLAY MATERIALS

Materials displayed on the walls of the reading classroom will assist both the instructor and the Corpsmembers. The following is a list of materials appropriate for display:

- The Master Index to the Graded Reading Selections (RJM01) is provided to each center. All Corpsmembers in Graded Reading should have easy access to the Index. The instructor may wish to separate the Index and place it on the wall at eye-level (Section V, B).

- The Guide to the Reading Code Numbers is provided in the Appendix of this manual. Remove the Guide and place it beside the Master Index.

- The Percentage Table is also found in the Appendix of this manual. Use the Percentage Table in the following way:

    a) Find the total number of questions on the Progress Check in the first column on the left.

    b) Find the number of correct items in the first row at the top.

    c) The intersection of the "Number Right" Column with the "Number of Questions" Row is the percentage score.

SECTION IX

APPENDIX

Page

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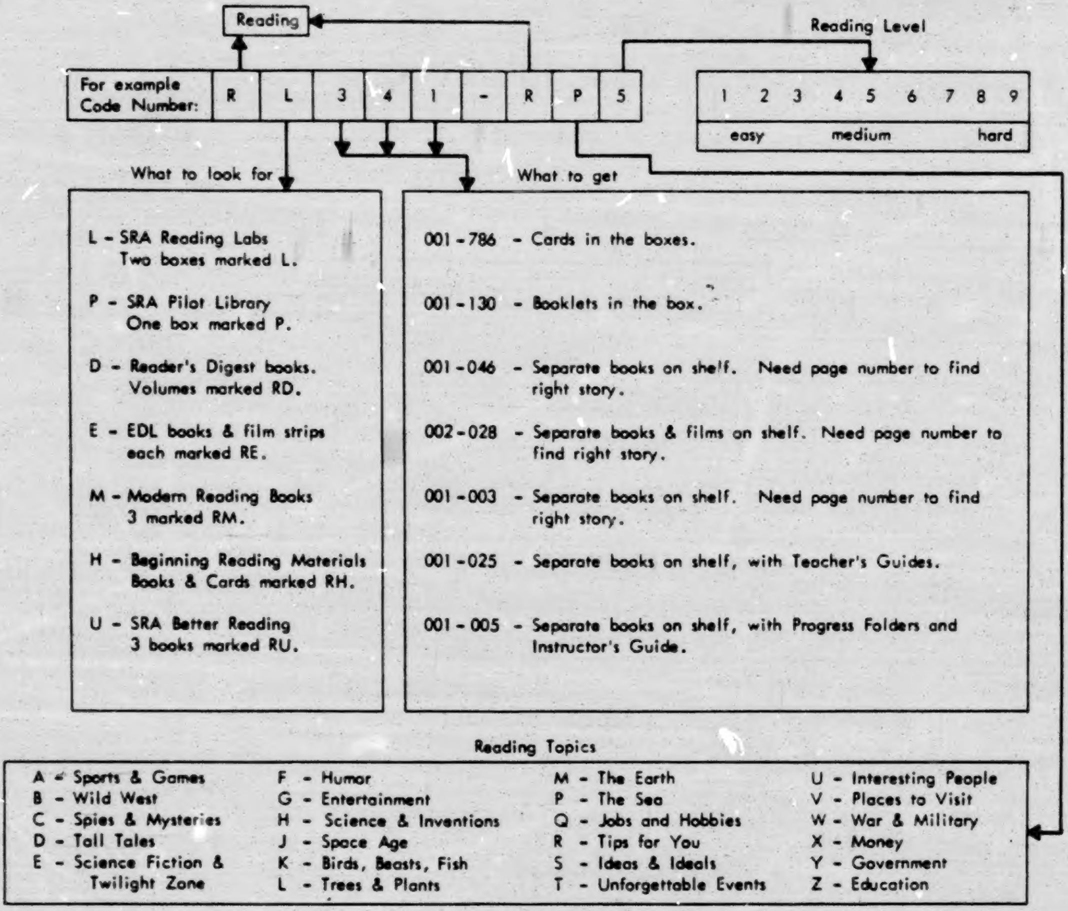
ANSWER KEY FOR LEVEL ADVANCEMENT CHECKS IX-18



For example Code Number:	R	L	3	4	1	-	R	P	5

1	2	3	4	5	6	7	8	9
easy				medium				hard

What to look for	What to get
L – SRA Reading Labs Two boxes marked L.	001 – 786 – Cards in the boxes.
P – SRA Pilot Library One box marked P.	001 – 130 – Booklets in the box.
D – Reader's Digest books. Volumes marked RD.	001 – 046 – Separate books on shelf. Need page number to find right story.
E – EDL books & film strips each marked RE.	002 – 028 – Separate books & films on shelf. Need page number to find right story.
M – Modern Reading Books 3 marked RM.	001 – 003 – Separate books on shelf. Need page number to find right story.
H – Beginning Reading Materials Books & Cards marked RH.	001 – 025 – Separate books on shelf, with Teacher's Guides.
U – SRA Better Reading 3 books marked RU.	001 – 005 – Separate books on shelf, with Progress Folders and Instructor's Guide.

Reading Topics

A – Sports & Games
B – Wild West
C – Spies & Mysteries
D – Tall Tales
E – Science Fiction & Twilight Zone
F – Humor
G – Entertainment
H – Science & Inventions
J – Space Age
K – Birds, Beasts, Fish
L – Trees & Plants
M – The Earth
P – The Sea
Q – Jobs and Hobbies
R – Tips for You
S – Ideas & Ideals
T – Unforgettable Events
U – Interesting People
V – Places to Visit
W – War & Military
X – Money
Y – Government
Z – Education

GUIDE TO THE READING CODE NUMBERS

LIST OF MATERIALS

I. BEGINNING READING MATERIALS[1]
(TABLES OF ALLOWANCES 7-2)

ITEM	CODE
Programmed Prereading Teacher's Guide	RHOO1
Programmed Primer	RHOO2
Reading-Readiness Test	RHOO5
E.S. Symbol Cards	RHOO7
Teacher's Guide to Series I	RHOO8
Reading Books 1-7	RHOO9-RHO15
(S) Symbol Cards	RHO16
Test Booklet for Series I	RHO17
Teacher's Guide for Test Booklet (Series I)	RHO18
Teacher's Guide to Series II	RHO19
Reading Books 8-11	RHO20-RHO23
Reading Books 12-14	N/A
Test Booklet for Series II	RHO24
Teacher's Guide for Test Booklet (Series II)	RHO25
Placement Examination	RHO26
Series Components and Flow Chart	RHO27

II. JOB CORPS GRADED READING SELECTIONS
(TABLES OF ALLOWANCES 7-2)

SRA-Job Corps Reading Laboratory	RLOO1-RL786
SRA-Job Corps Pilot Library	RPOO1-RP130
Reading Skill Builder-Level 2, Parts 1, 2 & 3	RDOO1-RDOO3
Reading Skill Builder-Level 3, Parts 1, 2 & 3	RDOO4-RDOO6
Reading Skill Builder-Level 4, Parts 1, 2 & 3	RDOO7-RDOO9
Reading Skill Builder-Level 5, Parts 1, 2 & 3	RDO10-RDO12
Reading Skill Builder-Level 6, Parts 1, 2 & 3	RDO13-RDO15
Advanced Reading Skill Builder, Books 1-4	RDO16-RDO19
Readings: English as a Second Language, Books 1-6	RDO24-RDO29
Help Yourself to Improve Your Reading, Parts 1 & 2	RDO30-RDO31
Step One Readers-4 Books	RDO32-RDO35
Modern Reading, Books 1, 2 & 3	RMOO1-RMOO3
EDL Controlled Reader-Stories & Questions-6 Books	REO13-REO18
EDL Controlled Reader-Study Guide-10 Volumes	REO19-REO28
SRA-Dimensions in Reading	OO1-300

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[1] All of these materials are part of the Sullivan Associates-McGraw-Hill Programmed Reading Series.

III. ADVANCED READING MATERIALS
(TABLES OF ALLOWANCES 7-2)

ITEM	
SRA Reading Laboratory (SRA IVa)	RL900
Better Reading, Books 1-3	RUOO1-RUOO3
Reading Progress Folders	RUOO4
Instructor's Guide	RUOO5

IV. SUPPLEMENTARY MATERIALS
(TABLE OF ALLOWANCES 7-1)

EDL Controlled Reader Jr	N/A
Bell & Howell Language Master	N/A
Bell & Howell Language Master Headset	N/A
Bell & Howell Language Master Blank Cards	N/A
Botel Reading Inventory	N/A
Speech to Print Phonics Practice and Pupil Response Cards	N/A

(TABLES OF ALLOWANCES 7-2)

Preprinted Language Master Vocabulary Cards	N/A
Cabinets for 750 Language Master Cards	N/A
EDL Controlled Reader Filmstrips-11 Sets	REOO2-REO12

LIST OF TESTS, FORMS, ANSWER KEYS AND OTHER MATERIAL FOR THE JOB CORPS READING PROGRAM

(TABLE OF ALLOWANCES 7-2)

TESTS

RJS1	Initial Placement Test
RJLP1	Placement Test for Lower Level of Graded Reading Selections.
RJUP1	Placement Test for Upper Level of Graded Reading Selections.
RHO26	Placement Examination for Programmed Reading.
RHOO5	Reading Readiness Test for Programmed Reading.
RHO17	Test Booklet for Programmed Reading, Books 1-7.
RHO24	Test Booklet for Programmed Reading, Books 8-14.
RPQO1	Comprehension Test Book for SRA Pilot Library (In graded reading selections).

ANSWER KEYS

RKS1-K	Answer Key for RJS1.
RJLP1-K	Answer Key for RJLP1.
RJUP1-K	Answer Key for RJUP1.
RLKO1	Answer Key for Graded Reading.
RPKO1	Answer Key for Graded Reading.
RDKO1	Answer Key for Reader's Digest in Graded Reading Selections.

RECORD AND REPORT FORMS

RJRR1	Reading Record Sheet.
RJPTR1	Reading Program Placement Test Record (replaced by Reading Placement and Progress Chart).
JC511	Corpsman Advisory Event Report.

MISCELLANEOUS FORMS

RJMO1	Master Index to the Graded Reading Selections.
RJFO1	How to Use the Index.
RJFO2	Guide to the Reading Code Numbers.

Name

SS No.

Level or Book No.

Date of Entry

READING RECORD SHEET

Date	Selection or Unit Number	Test R	 I	Percent

R = Right; I = number of Items in test

READING RECORD SHEET (RJRR1)

READING PLACEMENT AND PROGRESS CHART

Name ______________________ SS No. ______________________

Date of RJS1 ________________ Date of Exit ________________

			Date Taken		Date Placed	Date Passed	Score	Milestone	Progress Point
21 - 25 ☐	ADVANCED READING	Purple	Does Not Apply	Level 7				20	
		Tan		Level 6					
		Aqua		Level 5				19	
		Red		Level 4					
		Blue		Level 3				18	
		Olive		Level 2					
		Orange		Level 1					
15 - 20 ☐	RJUP1 ☐		See Section IV	GR9				17	
		LAC 8		GR8				16	
		LAC 7		GR7				15	
		LAC 6		GR6				14	
9 - 14 ☐	☐ RJLP1 ☐	LAC 5		GR5				13	
		LAC 3		GR4				12	
		LAC 4		GR3				11	
		LAC 2		GR2				10	
		LAC 1		GR1				9	
		RJUP1							
		RJLP1							
		After Book 11							
		After Book 8							
0 - 8 ☐	RH026	Fail 12, 13, or 14		Book 12				8	
		Fail 11		Book 11				7	
		Fail 10		Book 10				6	
		Fail 9		Book 9					
		Fail 8		Book 8				5	
		Fail 7		Book 7					
		Fail 6		Book 6				4	
		Fail 5		Book 5					
		Fail 4		Book 4				3	
		Fail 3		Book 3					
		Fail 1 or 2		Books 1 & 2				2	
RJS1-SCORE:		Programmed Prereading Parts 1, 2, 3 → RH005-Score	21 - 25 → Date + Score → Books 1 & 2 0 - 20 → Programmed Prereading Part 4 → Books 1 & 2					1	

Award 3 Bonus Points → 17

Award 3 Bonus Points → Total

20 → Total

READING PLACEMENT AND PROGRESS CHART

name______________________________ SS No.______________ Score ☐

Reading Placement Test, RJLP1, for Graded Reading Selections, Levels 1-5

Sample item: The new snow was very ___1___.

1) ___hot
___cold
___black
___winter

A way has been found to get you safely out of a plane. First, ___1___ would hit the escape switch. Your ___2___ top would fall away. A rocket would ___3___. This would send the seat and you ___4___ of the plane. Fins would spring out of the seat. ___5___ keep you from rolling. Then, another ___6___ would go off. This is to get you out of the seat as you are ___7___. Then, your parachute ___8___ like a large flower.

1) ___you
___it
___the plane
___your

2) ___red
___own
___car
___plane's

3) ___sit up
___go off
___ring
___safely

4) ___up and out
___without
___inside out
___to and fro

5) ___Them
___It
___These
___The

6) ___seat
___plane
___rocket
___top

7) ___landed
___rising
___swimming
___falling

8) ___opens
___closes
___sounds
___keeps

It was 50 degrees below zero. The ___9___ blew hard. A group of five tired men pushed their way through the high ___10___. They wanted to be the first to ___11___ the South Pole. The head of the party was Robert Scott. Many weeks ago their ship had ___12___ on the coast of Antarctica. A camp was set up. Some of the men stayed ___13___ to take care of things. Scott and his party started out for the 900 mile walk. Ponies pulled the 1000 pound ___14___.

9) ___cold
___wind
___windy
___water

10) ___snow
___grass
___way
___green

11) ___climb
___paint
___live
___reach

12) ___discovered
___left
___landed
___climbed

13) ___there
___with
___afloat
___asleep

14) ___balloon
___truck
___boat
___sled

Nineteen miles above the earth a man sat inside a large ball. The ball had been carried high into the ___15___ by a balloon. The man in the ___16___ was Major Simons. In the daytime the sun made the ball very hot but an air cooler kept Simons ___17___. At night it became cold. Then a heater kept him ___18___. Down on the earth men were tracking the ___19___. A truck tried to stay ___20___ the balloon all the time. Simons was ___21___ to talk with the men by radio. He said he was ___22___ into a storm.

15) ___mountain
___sky
___planet
___building

16) ___rocket
___balloon
___ball
___moonship

17) ___quiet
___cool
___warm
___high

18) ___sleepy
___fed
___hungry
___warm

19) ___sun
___satellite
___stars
___balloon

20) ___below
___by
___beside
___over

21) ___able
___first
___unlikely
___not

22) ___outside
___beginning
___heading
___jumping

In the summer of 1957, men built a small town at the South Pole. They knew life would be ___23___. Still they went to study the stars, the air around them, and the snow and ice below them. Quickly they ___24___ their houses. All buildings were joined ___25___ by snow tunnels. The men knew that for days it would stay more than 80 ___26___ below zero. Because of these snow ___27___ they did not have to go outside very often. Going outside when it is even 60 degrees below ___28___ is very hard on a man.

23) ___long
___soft
___hard
___warm

24) ___burned
___wrecked
___froze
___built

25) ___apart
___together
___each
___between

26) ___minutes
___degrees
___hours
___miles

27) ___tunnels
___roads
___plows
___huts

28) ___zero
___80
___100
___ground

All forms of movement are the result of pushing or pulling. When you walk, your feet ___29___ against the ground. If the ground were perfectly smooth so that you could not get a grip on it, movement would be ___30___. For their movement, automobiles and locomotives depend on the friction of their ___31___ against whatever supports them: road surface or ___32___. Without ___33___, the wheels would spin round, but the ___34___ would get nowhere. Yet a rocket out in space has nothing around it; it moves in a ___35___. The rocket carries with it something it can push against: its fuel.

29) ___fall
___pull
___float
___push

30) ___smooth
___tiring
___impossible
___assured

31) ___brakes
___wheels
___transmission
___acceleration

32) ___rails
___dirt
___concrete
___tires

33) ___steam
___paved roads
___fuel
___friction

34) ___vehicles
___roads
___rails
___friction

35) ___centrifuge
___satellite
___vacuum
___suction

name______________________ SS No.______________________ Score ☐

Placement Test for Graded Reading Selections: RJUP1: Levels 5-9.

Sample Item: The new snow was very ___ 1 ___.

1) ___hot
___cold
___black
___winter

On the water, as on land, the fire fighter never forgets the great importance of the first five minutes of a fire. Even more than land fires, water-front fires have a way of ___ 1 ___ in a few minutes from a small fire into a ___ 2 ___ blaze. This is partly due to the fact that the pier and warehouses are made of wood and tar which ___ 3 ___ easily. A fire puts up its most ___ 4 ___ fight among the heavy piles under the ___ 5 ___ and warehouses. The ___ 6 ___ are driven into the bottom close together. Since there is little space ___ 7 ___ them, the streams of water cannot reach the burning ___ 8 ___, and the fire spreads quickly as it passes from one pile to the other.

1) ___decreasing
___being
___staying
___changing

2) ___small
___huge
___smouldering
___limited

3) ___burn
___rot
___fall
___melt

4) ___changing
___stunning
___stubborn
___incensed

5) ___boats
___piles
___piers
___water-front

6) ___fire engine
___piers
___warehouses
___piles

7) ___between
___in
___toward
___after

8) ___water
___areas
___houses
___warehouses

Screwdriver and splicing knife hanging from his belt, the telephone man keeps history's happiest invention humming from coast to coast. He watches over 265 million miles of ___ 9 ___, waging war against storm, disaster and pesky animals that chew up or nest in his ___ 10 ___. He hoists his lines over mountains with helicopters, shoots them across canyons with bow and ___ 11 ___, strings them through dark conduits far ___ 12 ___ great cities. To every home and office he gains ready ___ 13 ___ exuding courtesy and ___ 14 ___.

9) ___wire
___water
___coastline
___film

10) ___plants
___equipment
___clothing
___trees

11) ___darts
___gun
___arrow
___stern

12) ___better
___above
___beside
___beneath

13) ___expense
___entrance
___exit
___entranced

14) ___wires
___helpfulness
___sickness
___advancement

Engineers have created the first practical robot for steering an automobile. This electromechanical __15__ can guide an automobile in __16__ to signals from an electric cable beneath the highway pavement. Somewhat __17__ automatic arrangements may someday permit commercial airliners to travel through the sky along __18__ electronic air lanes. Under automatic __19__, aircraft will take off, fly precise air routes, and land without the __20__ of human pilots, regardless of weather conditions. Automation has __21__ many striking triumphs in the __22__ of manufacturing. __23__ one group of automatic machines turns out finished products, another __24__ of robots will prepare these products for shipment to customers.

15) ___robot
___engineer
___beacon
___report

16) ___responded
___respond
___responsive
___response

17) ___simultaneous
___similar
___familiar
___similarity

18) ___invisible
___indefinite
___indelible
___informed

19) ___authority
___elimination
___control
___recognition

20) ___inactivity
___apprehension
___assistance
___elimination

21) ___revalued
___perceived
___retrieved
___achieved

22) ___part
___field
___cost
___reduction

23) ___Until
___While
___Still
___Soon

24) ___equivalent
___manufacturer
___color
___battery

At Johnsville, Pennsylvania, the Navy has a big centrifuge on which the astronauts __25__ the pull of gravity, just as they will when they are shot into space and again when the capsule __26__ the earth's __27__ after orbiting. Normal g-pull is the pull of earth's gravity on a human. The __28__ of the pull is measured by the weight of the body. Scientists __29__ that the pull at launching will be a little less than nine times the weight of the astronaut's body. They say this pull will last a second or so, and then will __30__ during launching to a g-pull of about five that will last perhaps a minute.

25) ___prove
___repudiate
___experience
___recognize

26) ___re-enters
___reinforces
___expells
___engages

27) ___astrophysics
___surface
___astronomy
___atmosphere

28) ___speed
___force
___time
___distance

29) ___require
___measure
___estimate
___evaluate

30) ___increase
___modify
___orbit
___reject

From where I sit I can see the coming within the next decade of a great golden era in medicine, the greatest so far in mankind's ___31___. I see progress in many fields of science -- physics, chemistry, and the so-called life sciences -- developing at such a rapid ever-increasing pace that I expect it to ___32___ within the near future in a mammoth break-through of ___33___ a break-through of such magnificent ___34___ that a way will at last be open for the control of all the terrible diseases that have baffled and ___35___ mankind through the ___36___.

31) ___characteristics
___history
___category
___century

32) ___contaminate
___deteriorate
___dwindle
___culminate

33) ___obsolescence
___knowledge
___disease
___irrelevance

34) ___fragility
___proportions
___detention
___deception

35) ___planned
___pleased
___plagiarized
___plagued

36) ___centuries
___year
___research
___physicians

RJLP1: Placement Test for Graded Reading Selections: Scoring Key. Levels 1-5.

Instructions: Scan for double marked items. Do not count them.

Count the correct items. Do not count the wrong and omitted ones.

Determine the Reading Level placement for the trainee by consulting the Interpretation Chart for tests RJLP1 and RJUP1.

A way has been found to get you safely out of a plane. First, ___1___ would hit the escape switch. Your ___2___ top would fall away. A rocket would ___3___. This would send the seat and you ___4___ of the plane. Fins would spring out of the seat. ___5___ keep you from rolling. Then, another ___6___ would go off. This is to get you out of the seat as you are ___7___. Then, your parachute ___8___ like a large flower.

1) X you
___it
___the plane
___your

2) ___red
___own
___car
X plane's

3) ___sit up
X go off
___ring
___safely

4) X up and out
___without
___inside out
___to and fro

5) ___Them
___It
X These
___The

6) ___seat
___plane
X rocket
___top

7) ___landed
___rising
___swimming
X falling

8) X opens
___closes
___sounds
___keeps

It was 50 degrees below zero. The ___9___ blew hard. A group of five tired men pushed their way through the high ___10___. They wanted to be the first to ___11___ the South Pole. The head of the party was Robert Scott. Many weeks ago their ship had ___12___ on the coast of Antarctica. A camp was set up. Some of the men stayed ___13___ to take care of things. Scott and his party started out for the 900 mile walk. Ponies pulled the 1000 pound ___14___.

9) ___cold
X wind
___windy
___water

10) X snow
___grass
___way
___green

11) ___climb
___paint
___live
X reach

12) ___discovered
___left
X landed
___climbed

13) X there
___with
___afloat
___asleep

14) ___balloon
___truck
___boat
X sled

RJLP1: Scoring Key.

Nineteen miles above the earth a man sat inside a large ball. The ball had been carried high into the ___15___ by a balloon. The man in the ___16___ was Major Simons. In the daytime the sun made the ball very hot but an air cooler kept Simons ___17___. At night it became cold. Then a heater kept him ___18___. Down on the earth men were tracking the ___19___. A truck tried to stay ___20___ the balloon all the time. Simons was ___21___ to talk with the men by radio. He said he was ___22___ into a storm.

15) ___ mountain
X sky
___ planet
___ building

16) ___ rocket
___ balloon
X ball
___ moonship

17) ___ quiet
X cool
___ warm
___ high

18) ___ sleepy
___ fed
___ hungry
X warm

19) ___ sun
___ satellite
___ stars
X balloon

20) X below
___ by
___ beside
___ over

21) X able
___ first
___ unlikely
___ not

22) ___ outside
___ beginning
X heading
___ jumping

In the summer of 1957, men built a small town at the South Pole. They knew life would be ___23___. Still they went to study the stars, the air around them, and the snow and ice below them. Quickly they ___24___ their houses. All buildings were joined ___25___ by snow tunnels. The men knew that for days it would stay more than 80 ___26___ below zero. Because of these snow ___27___ they did not have to go outside very often. Going outside when it is even 60 degrees below ___28___ is very hard on a man.

23) ___ long
___ soft
X hard
___ warm

24) ___ burned
___ wrecked
___ froze
X built

25) ___ apart
X together
___ each
___ between

26) ___ minutes
X degrees
___ hours
___ miles

27) X tunnels
___ roads
___ plows
___ huts

28) X zero
___ 80
___ 100
___ ground

All forms of movement are the result of pushing or pulling. When you walk, your feet ___29___ against the ground. If the ground were perfectly smooth so that you could not get a grip on it, movement would be ___30___. For their movement, automobiles and locomotives depend on the friction of their ___31___ against whatever supports them: road surface or ___32___. Without ___33___, the wheels would spin round, but the ___34___ would get nowhere. Yet a rocket out in space has nothing around it; it moves in a ___35___. The rocket carries with it something it can push against: its fuel.

29) ___ fall
___ pull
___ float
X push

30) ___ smooth
___ tiring
X impossible
___ assured

31) ___ brakes
X wheels
___ transmission
___ acceleration

32) X rails
___ dirt
___ concrete
___ tires

33) ___ steam
___ paved roads
___ fuel
X friction

34) X vehicles
___ roads
___ rails
___ friction

35) ___ centrifuge
___ satellite
X vacuum
___ suction

GSA DC 65-11174

RJUP1-K

RJUP1:Placement Test for Graded Reading Selections: Scoring Key: Levels 5-9.

Instructions: Scan for double marked items. Do not count them.

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Determine the reading level placement for the trainee by consulting the Interpretation Chart for Tests RJLP1 & RJUP1.

On the water, as on land, the fire fighter never forgets the great importance of the first five minutes of a fire. Even more than land fires, water-front fires have a way of __1__ in a few minutes from a small fire into a __2__ blaze. This is partly due to the fact that the pier and warehouses are made of wood and tar which __3__ easily. A fire puts up its most __4__ fight among the heavy piles under the __5__ and warehouses. The __6__ are driven into the bottom close together. Since there is little space __7__ them, the streams of water cannot reach the burning __8__, and the fire spreads quickly as it passes from one pile to the other.

1)
___decreasing
___being
___staying
_X_changing

2)
___small
_X_huge
___smouldering
___limited

3)
_X_burn
___rot
___fall
___melt

4)
___changing
___stunning
_X_stubborn
___incensed

5)
___boats
___piles
_X_piers
___water-front

6)
___fire engine
___piers
___warehouses
_X_piles

7)
_X_between
___in
___toward
___after

8)
___water
_X_areas
___houses
___warehouses

Screwdriver and splicing knife hanging from his belt, the telephone man keeps history's happiest invention humming from coast to coast. He watches over 265 million miles of __9__, waging war against storm, disaster and pesky animals that chew up or nest in his __10__. He hoists his lines over mountains with helicopters, shoots them across canyons with bow and __11__, strings them through dark conduits far __12__ great cities. To every home and office he gains ready __13__ exuding courtesy and __14__.

9)
_X_wire
___water
___coastline
___film

10)
___plants
_X_equipment
___clothing
___trees

11)
___darts
___gun
_X_arrow
___stern

12)
___better
___above
___beside
_X_beneath

13)
___expense
_X_entrance
___exit
___entranced

14)
___wires
_X_helpfulness
___sickness
___advancement

Engineers have created the first practical robot for steering an automobile. This electromechanical ___15___ can guide an automobile in ___16___ to signals from an electric cable beneath the highway pavement. Somewhat ___17___ automatic arrangements may someday permit commercial airliners to travel through the sky along ___18___ electronic air lanes. Under automatic ___19___, aircraft will take off, fly precise air routes, and land without the ___20___ of human pilots, regardless of weather conditions. Automation has ___21___ many striking triumphs in the ___22___ of manufacturing. ___23___ one group of automatic machines turns out finished products, another ___24___ of robots will prepare these products for shipment to customers.

15)
X robot
___engineer
___beacon
___report

16)
___responded
___respond
___responsive
X response

17)
___simultaneous
X similar
___familiar
___similarity

18)
X invisible
___indefinite
___indelible
___informed

19)
___authority
___elimination
X control
___recognition

20)
___inactivity
___apprehension
X assistance
___elimination

21)
___revalued
___perceived
___retrieved
X achieved

22)
___part
X field
___cost
___reduction

23)
___Until
X While
___Still
___Soon

24)
___equivalent
___manufacturer
___color
X battery

At Johnsville, Pennsylvania, the Navy has a big centrifuge on which the astronauts ___25___ the pull of gravity, just as they will when they are shot into space and again when the capsule ___26___ the earth's ___27___ after orbiting. Normal g-pull is the pull of earth's gravity on a human. The ___28___ of the pull is measured by the weight of the body. Scientists ___29___ that the pull at launching will be a little less than nine times the weight of the astronaut's body. They say this pull will last a second or so, and then will ___30___ during launching to a g-pull of about five that will last perhaps a minute.

25)
___prove
___repudiate
X experience
___recognize

26)
X re-enters
___reinforces
___expells
___engages

27)
___astrophysics
___surface
___astronomy
X atmosphere

28)
___speed
X force
___time
___distance

29)
___require
___measure
X estimate
___evaluate

30)
___increase
X modify
___orbit
___reject

From where I sit I can see the coming within the next decade of a great golden era in medicine, the greatest so far in mankind's ___31___. I see progress in many fields of science -- physics, chemistry, and the so-called life sciences -- developing at such a rapid ever-increasing pace that I expect it to ___32___ within the near future in a mammoth break-through of ___33___ a break-through of such magnificent ___34___ that a way will at last be open for the control of all the terrible diseases that have baffled and ___35___ mankind through the ___36___.

31) ___characteristics
_X_history
___category
___century

32) ___contaminate
___deteriorate
___dwindle
_X_culminate

33) ___obsolescence
_X_knowledge
___disease
___irrelevance

34) ___fragility
_X_proportions
___detention
___deception

35) ___planned
___pleased
___plagiarized
_X_plagued

36) _X_centuries
___year
___research
___physicians

PERCENTAGE TABLE

Number Right

Number Of Questions In Test

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	100																								
2	50	100																							
3	33	67	100																						
4	25	50	75	100																					
5	20	40	60	80	100																				
6	17	33	50	66	83	100																			
7	14	29	43	57	72	86	100																		
8	13	25	38	50	63	75	88	100																	
9	11	22	33	44	56	67	78	89	100																
10	10	20	30	40	50	60	70	80	90	100															
11	9	18	27	36	45	55	64	73	82	91	100														
12	8	17	25	33	42	50	58	67	75	83	92	100													
13	8	15	23	31	38	46	54	61	69	77	85	92	100												
14	7	14	21	29	36	43	50	57	64	71	79	86	93	100											
15	7	13	20	27	33	40	47	53	60	67	73	80	87	93	100										
16	6	13	19	25	31	38	44	50	56	63	69	75	81	88	94	100									
17	6	12	18	24	29	35	41	47	53	59	65	71	76	82	88	94	100								
18	6	11	17	22	28	33	39	44	50	56	61	67	72	78	83	89	94	100							
19	5	11	16	21	26	32	37	42	47	53	58	63	68	74	79	84	89	95	100						
20	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100					
21	5	10	14	19	24	29	33	38	43	48	52	57	62	67	71	76	81	86	90	95	100				
22	5	9	14	18	23	27	32	36	41	45	50	55	59	64	68	73	77	82	86	91	95	100			
23	4	9	13	17	22	26	30	35	39	43	48	52	57	61	65	70	74	78	83	87	91	96	100		
24	4	8	13	17	21	25	29	33	38	42	46	50	54	58	63	67	71	75	79	83	88	92	96	100	
25	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80	84	88	92	96	100

ANSWER KEYS FOR LEVEL ADVANCEMENT CHECKS

The Level Advancement Check Answer Keys will be sent to each center upon completion. When you receive your Answer Keys, insert them in place of this page in the Appendix of the Reading Manual.

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